DOCUMENT RESUME

ED 244 155 CE 039 017

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TITLE Adult Basic Education Curriculum Guide for ABE Programs Serving Psychiatrically Ill Adult Students.
INSTITUTION Bryce Hospital, Tuscaloosa, AL.
SPONS AGENCY Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.
PUB DATE 84
NOTE 269p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Programs; Assertiveness; Behavioral Objectives; Classroom Techniques; *Daily Living Skills; *Deinstitutionalization (of Disabled); Educational Strategies; Government (Administrative Body); Guidelines; Health; Hygiene; Instructional Materials; Laws; Learning Activities; Lesson Plans; *Mental Disorders; Money Management; *Normalization (Handicapped); Nutrition; Program Implementation; Safety; *Special Education; Teaching Methods; Transportation; Values Clarification
IDENTIFIERS 310 Project

ABSTRACT

This curriculum guide is designed for use in adult basic education (ABE) programs serving psychiatrically ill adult students. Covered in the individual units are the following topics: personal hygiene and grooming, nutrition and health, money and money management, transportation and safety, government and law, values clarification, and assertiveness training. Each unit contains a series of lessons, each of which includes some or all of the following: a short-term goal, an objective, a list of materials, a teaching procedure, additional activities, comments, one or more information sheets, one or more transparency masters, and one or more worksheets of suggested readings. (MN)

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Adult Basic Education

Cirriculum Guide For ABE Programs Serving Psychiatrically Ill Adult Students

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INTRODUCTION

The goal of our special demonstration project was to develop a curriculum based on materials relevant to the adult psychiatrically ill student. These materials were utilized to teach both academic and effective living skills to the patients enrolled at the Adult School at Bryce Hospital.

The Psycho-educational Adult School Project was funded through a grant by the State of Alabama from the Adult Education Act, Section 310.

The major goal of the staff, composed of teachers and an aide, was to develop seven units of instruction which through actual field testing have proved valuable in meeting needs and developing awareness in the students they serve.

This manual is a sharing of those experiences and we encourage local teachers to adapt the lessons and ideas contained herein when reaching out to their special students.

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ACKNOWLEDGEMENTS

Alabama State Department of Mental Health/Mental Retardation

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Associate Commissioner for Mental Illness
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PSYCHOEDUCATIONAL PROGRAM MANUAL

A Curriculum Guide for
ABE Programs Serving
Psychiatrically Ill Students

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The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education Department of Health, Education and Welfare. However, opinions expressed herein do not necessarly reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Printed by Bryce Hospital Printing Department
Tuscaloosa, Alabama
1984

PREFACE

The purpose of treatment programs at Bryce Hospital is to treat and rehabilitate patients so that they can return as successfully as possible to community living, either independently or in a supported living setting such as a group or foster home. In any of these situations, patients must possess basic abilities necessary for getting along in the community, including various consumer activities, homemaking functions, and social skills.

Some of the most important skills which patients must possess in order to live successfully in the community with some independence are those of reading, spelling, and basic arithmetic. Without basic reading and spelling knowledge, the patient cannot read the newspaper, understand the names of items in the grocery store, fill out applications for various kinds of community assistance, or read the instructions on a medication bottle. Without simple arithmetic skills, the patient cannot compute prices, determine values on different sized commodities, or keep even a simple account of funds.

With the importance of teaching these necessary skills in mind, the following units of instruction were developed for the patients attending the Adult Special Education School:

I. Personal Hygiene and Grooming

The purpose of this unit is to provide the student with the information and training in skills pertaining to proper grooming habits and personal hygiene practices essential to good health and cleanliness.

II. Nutrition and Health

The purpose of this unit is to provide the student with the information pertinent to proper nutrition and good health.

III. Money and Money Management

The purpose of this unit is to familiarize the students with the recognition of the various coins, their values, and purposes in day-to day life. Each student needs to be aware of money and its uses, thus giving the student knowledge of a skill needed in everyday living.

IV. Transportation and Safety

Because our society is dependent upon mobility and we have become the most mobile people in the world, this unit was designed to familiarize the student with the various types of transportation that are available to them and how to use them effectively.

This unit was also designed to meet the needs of the student in developing and applying sound decisions involving human safety and conservation. As safety is one of the most basic and critical needs of the adult citizen, it is essential that they have the opportunity to learn to practice and to evaluate the principles of safe behavior in a real-life environment. Ideally, the adult citizen should be able to respond to a dangerous situation in such a manner as to avoid conflict and injury the first time he encounters that danger.

V. Government and Law

Government has been developed by U.S. Citizens in order to organize the complexities of our social system. In order to regulate these complexities, rules and regulations of government have been established. Citizens must learn their rights and responsibilities under organized government, and learn the consequences of not upholding the rules and regulations of our government.

The purpose of this unit is to provide the student with information about his/her rights and responsiblities under the law, and rights and responsibilities at Bryce Hospital.

VI. Values Clarification

Every day of our lives we are faced with situations that require thought, opinion-making, decision-making, and action. Our experiences range from casual to those of extreme importance. All of our decisions are either consciously or unconsciously based on our beliefs, attitudes, and values.

Adults are confronted with problems every day of their lives. They contemplate their behavior and beliefs as they try to solve these problems. All of these experiences contribute to the formation of the individual's value system.

Young or old, all of us become confused about our values. The value conflicts are more extreme especially for young people. The purpose of this unit is to provide the students with an opportunity to explore their values and beliefs in a structured format.

VII. Assertiveness Training

Many people find it difficult to stand up for themselves. They allow situations that are uncomfortable for them to remain the same. They are concerned about the consequences of being "firm". Problems arise when the person feels upset with himself/herself for being passive. On the other hand, there are some people who aggressively attain what they want. They go through life hurting others and minimizing their personal worth. This not only effects the non-assertive person, but all the people involved as well. Passiveness and aggressiveness both have negative effects on one's self esteem.

The purpose of assertiveness training is to teach people ways of dealing with others without infringing upon their rights or without getting their rights infringed upon. This would be beneficial to the students at the Adult School because they are subject to problems with assertiveness like anyone else. Since a lowered self concept is a resulting factor in non-assertiveness, efforts to rectify it are very important. Any step toward improving the adult students' self worth is a positive one.

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I. PERSONAL HYGIENE AND GROOMING

PERSONAL HYGIENE AND GROOMING
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn how to care for and protect their skin.

OBJECTIVE: The students will increase their knowledge of the skin as measured by teacher observation and student participation in class discussion.

MATERIALS NEEDED:
1. Skin care information sheet.
2. Diagram of skin layers.

TEACHING PROCEDURE:
1. Teacher asks, "What is skin?" Elicit responses and then state the following definition: The skin is the thin flexible outer covering of the body.

2. Teacher asks, "What is the function of skin?" Elicit responses and then discuss the following functions:
   a. Protection
   b. Heat regulation
   c. Secretion
   d. Sensation
   e. Absorption

3. Teacher explains diagram of skin layers. Discuss pores by having students look for small openings in the skin on the palm of their hand. Add that these creases make it possible for skin to stretch, like when you close your hand. The oil that oozes out of these pores helps keep your skin soft. The pores are the openings of the sweat glands. (See diagram) Copy of skin segment with hair follicle. The sweat glands in your skin help to regulate the temperature of the body and carry off some body wastes.

4. Teacher asks, "What causes difference in skin color?" Elicit responses and then talk about pigment in the skin. Explain how the amount of pigment varies greatly in different races. Add that the pigment in your skin becomes somewhat darker when your body is exposed to the sun.

ADDITIONAL ACTIVITIES:
1. Written exercises can be made on information.
2. Filmstrips and movies can be used.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. The students' feedback was positive.

SKIN CARE INFORMATION SHEET

Since ancient times, a glowing skin and shining hair have been considered keynotes of beauty. While it is true that heredity, to some extent, determines whether your hair is thick and your complexion is clear, it is also true that, since both are living organs that draw nourishment from the bloodstream, you can improve them by developing the proper eating habits.

The skin covers an area of approximately nineteen square feet and weighs about seven pounds. It is a complex organ consisting of many structures sometimes called the integumentary system.

Skin is composed of two main layers of cells: the thin outer layer is the epidermis; the thick inner covering, the dermis. Along the inner surface of the epidermis, young cells continuously multiply, pushing the mature cells outward. At the outer surface the older cells flatten and overlap to form a tough membrane that is gradually shed as dead skin.

Although the epidermis has no blood vessels, its deeper recesses contain melanin, the pigment responsible for giving your skin its color. Tanning is caused by the presence of melanin in your skin. Blondes and redheads have scant amounts of this element; brunettes, somewhat more; and blacks have the greatest amount found in human skin. This is not meant to infer that blacks cannot sunburn. Regardless of the quantity of melanin in the skin, overexposure to the sun can produce painful sunburn.

Moderate sun exposure is good for your skin because it manufactures Vitamin D for the entire body, but overexposure can cause keratoses to form. Keratoses are what your mother referred to as "age spots" and your Grandmother called "liver spots." They are those grey or brown spots that mysteriously appear on face, arms, and hands.

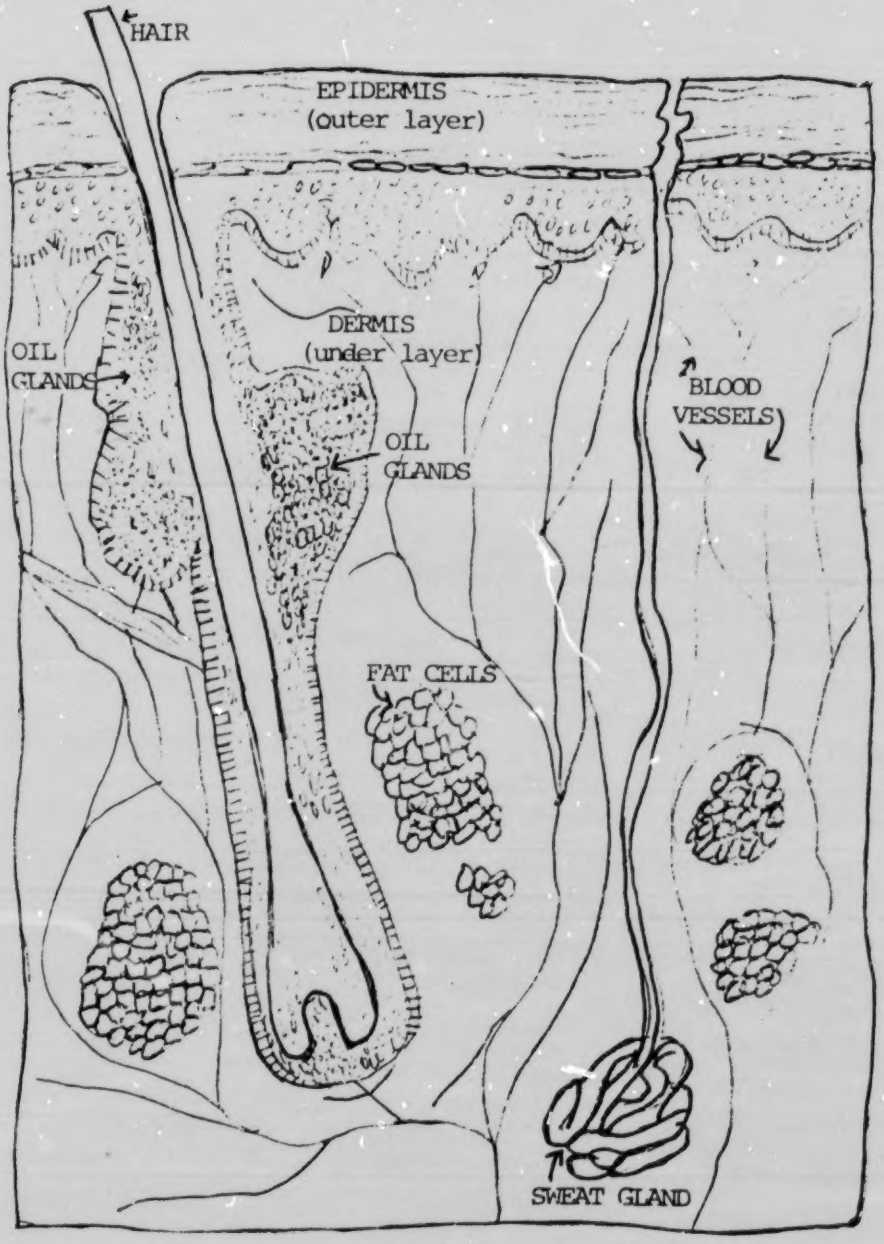
If you intend to sunbathe, I cannot over-stress the importance of protecting your skin. Wear a sun hat, use a longsleeve cover-up and long pants, but most important of all, apply a good sunscreen lotion. Remember if you go swimming, even the best creams will wash off; reapply them after your dip.

You may think that this skin that sheathes your body is as fragile as feathers, but such is not the case. It can withstand tremendous punishment from nature while it shields your body from varieties of foreign matter.

Trillions of germs and viruses in the air and on the surfaces you touch are prevented from entry into your body because of the protective barrier of your skin. These impurities may sometimes penetrate the outer layers, or pores, and initiate a local infection, but they cannot go deeper into the body unless the skin is wounded or damaged. It therefore follows that lotions and creams are likewise thwarted in their mission to feed the skin; their application can make the skin feel smooth, but in order for your skin to glow, you must nourish it from the inside.

In addition to its protective role, skin is the principal regulator of your entire metabolism. It is the primary mechanism for maintaining your steady body temperature of 98.6 degrees Fahrenheit; if it fails, your body becomes ill. Skin has numerous sweat glands that excrete waste products and salt-laden moisture, the evaporation of which may, in certain circumstances, account for 90 percent of the cooling of the body; its fat cells provide insulation against cold; when the body is overheated, the skin's extensive small blood vessels carry warm blood near the surface where it is cooled.

DIAGRAM OF SKIN LAYERS



PERSONAL HYGIENE AND GROOMING
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn how to care for and protect their skin.

OBJECTIVE: The students will increase their knowledge of skin care as measured by teacher observation and student participation in class discussion.

MATERIALS NEEDED:
1. Skin care information sheet (see Lesson Plan I).
2. Diagram of skin layers.
3. List of questions to ask orally.

TEACHING PROCEDURE:
1. Teacher introduces topic of lesson and states, "Last time we talked about the skin's pores and sweat glands. Today we'll start by talking about what can happen when the pores of the skin get clogged with dirt." Explain how the oil is secreted from oil glands (use diagram) and how sweat causes dirt to collect on your skin and in your pores. Dirt in the openings of the oil glands can cause blackheads. Germs that get into the pores can cause pimples or boils. Waste materials in the sweat that dries on the skin, together with the dirt and germs collected by sweat, cause unpleasant odors. State that because of all this, we must wash often to get rid of the dirt and germs that are caught in the creases, oil pits, and pores of the skin. Soapy water mixes with the oil and loosens the dirt and germs. Other things that cause skin problems are: Poor habits of elimination, eating rich and sweet foods, not enough exercise and fresh air.

2. Talk about caring for minor cuts and scratches.

3. Conclude by stressing the importance of concentrating on washing face and hands frequently, since these are not protected by clothing. Discuss good times to wash hands (before handling food, before eating, after using bathroom, before bed) and face (when you wake up, when you go to bed, etc.) Another important place to wash is between your toes. Fungi attack these areas and can cause painful infections. Such infections are called athlete's foot because many people get the fungi by walking in public places - swimming pool areas, bathhouses, and showers. It is wise to wear sandals or house shoes rather than to go barefoot.

ADDITIONAL ACTIVITIES:
1. Written exercises can be made on information.
2. Filmstrips and movies can be used.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level. The lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive.

SKIN WORKSHEET

1. The sweat is secreted by

   a. Veins.

   b. Sweat glands.

2. The skin should be thoroughly rinsed and dried so that it does not

   a. get dirty again.

   b. become chapped.

3. The most important reason for personal cleanliness is that

   a. it helps the heart.

   b. it destroys germs that might cause disease.

4. You should take a warm bath or shower

   a. in the morning.

   b. at night.

5. All injuries to the skin should be

   a. disregarded.

   b. cleaned and painted with antiseptic.

TRUE OR FALSE

_____1. You can get athlete's foot by walking barefoot in the shower.

_____2. Soap is necessary when taking shower or bath.

_____3. You should take a bath every day.

_____4. Too many sweet and starchy foods will cause pimples and blackheads.

_____5. You should use deodorant to get rid of body odor.

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn how to care for hair.

OBJECTIVE: The students will increase their knowledge of hair care as measured by teacher observation and student participation in class discussion.

MATERIALS NEEDED:
1. Hair care information sheet.
2. Diagram of hair follicle (see diagram of skin layers).
3. List of questions to ask orally.

TEACHING PROCEDURE:
1. Define hair as a slender thread-like outgrowth of the skin and scalp of the human body. Discuss how the composition of the hair varies with different races and individuals. Talk about different hair types (oily, dry, normal) and how each differs and is best cared for. Show diagram of hair follicle.

2. Discuss the process of washing hair and how frequently this should be done.

3. Ask why it is important to brush hair. Elicit responses and then state that brushing helps keep hair free of dust, it distributes natural oils over the scalp and hair, and it also helps to bring the blood to the roots of the hair, which help it to grow.

4. Ask what dandruff is. Elicit responses and then state that it is the presence of small white scales usually appearing on the scalp and hair. Explain the following causes of dandruff:
   a. a direct cause of dandruff is the excessive shedding of the epithelial cells. Instead of growing to the surface and falling off, the scales accumulate on the scalp.
   b. Indirect or associated causes of dandruff are poor scalp condition, poor circulation, improper diet, uncleanliness, use of strong soaps, and insufficient rinsing of hair after a shampoo.

5. Explain the condition of pediculosis as a contagious condition caused by the head louse (parasite) that get into the hair of the scalp. As the parasite feeds on the scalp, itching symptoms are felt. The head louse is transmitted from one person to another by having close contact with infested hats, combs, brushes or other personal articles. To treat this condition, one can shampoo the entire head with germicidal soap and repeat treatment as necessary. It is also important to sterilize all infested clothing, linen, combs, and brushes.

ADDITIONAL ACTIVITIES:

1. Written exercises can be made on information.
2. Discussion and demonstration of suitable hair styles for individuals can be done.

COMMENTS:

The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activites were provided for student participation. The student feedback was positive.

HAIR CARE

Your hair is as diligent in its role of protector as the skin and shares some of its qualities. It is a living organ sustained by the bloodstream. Each strand originates in a deep, pouchlike depression of the epidermis called a hair follicle. Its root penetrates the hair follicle and widens into an indented bulb at its base. The center of hair growth, called the papilla, contains the capillaries and nerves that feed the hair. Every single hair on your head has its own muscle at the root which causes it to stand up when you are cold, and to misbehave in other ways when you are nervous or upset.

Hair is lubricated by sebaceous glands that are located in the hair follicle. If your hair is excessively oily or extremely dry, something has gone awry with these little "oil cans" at the scalp. You might be eating too many animal fats, or your hair may need exercise.

Scalp exercise consists of proper brushing. Natural bristle brushes are recommended; plastic bristles are stiff and sharp and sometimes result in the irritation of sensitive scalps. If your diet is adequate, you can literally brush life into your hair; however, brushing weak hair can break the hair shaft.

This shaft has two layers: the outer, or cuticle, which consists of flat, overlapping cells; and the cortex, or inner layer, which contains pigment and a strong protein called keratin; it forms the bulk of the hair shaft.

The color of your hair is determined by the amount of pigment in the cortex. Illness or stress can lessen the secretion of pigment and cause the hair to whiten but texture and hair color are generally thought to be inherited characteristics.

The easiest way to support and improve your hair and skin is to eat the proper foods. If you rely on too many foods high in carbohydrates and rich in animal fats, your hair will be dank-your skin, blemished. Replace empty starches, sugars, cakes, candies, sodas, and nutritionless cereals with foods that provide first class protein like lean meat, fish, eggs, and cottage cheese; use only whole grains, fresh fruits, and honey. Be miserly in your intake of animal fats and greedy in your consumption of golden vegetable oils. You can choose from a wide array of the latter; sesame, soya, corn, olive, wheat germ, sunflower, and others. Find one you like and use it in salad dressing and cook with it. Supplement your diet with at least one tablespoon of good oil daily.

Make-up can and should be used because you look better wearing it (if you learn how to apply it), and it makes you feel better, but never put in on skin that has not been painstakingly cleansed and never, never go to bed without removing every trace of it.

Shampoo your hair when it needs it. However, I don't recommend daily washing because it dries the hair too much and weakens the hair shaft. If you feel you must wash your hair more that twice a week, use a mild, non-detergent shampoo and always apply a hair conditioner. Air, wind, sun, heat, and especially blow-dryers are villains that can make what should be your "crowning glory" look like your last lick.

Skin and hair normally exude a mild acid which soaps and shampoos wash away. This acid mantle protects them against infection. Every single time you shampoo your hair or bathe with soap and water, you

destroy this natural safeguard. To restore it, you need only apply a bit of home-made cosmetic vinegar. Simply mix equal amounts of hot water and cider vinegar; let the mixture cool; then add 1 teaspoon of rose geranium oil (so you won't smell like a salad); store in a tightly sealed bottle until ready to use. A few drops of lemon juice rubbed into your hands after washing or scrubbing chores also restores the acid mantle. When you shampoo your hair, this vinegar rinse or lemon juice rinse should be your final step. Never use straight vinegar because it is too strong and will cause irritation.

If you begin to follow a well-balanced diet, your skin and hair will show immediate improvement; your life will be fuller because you will feel better and if you feel better, you look better. Remember, however, that the beauty that results from giving of oneself is what you want to develop. It will remain regardless of age.

HAIR WORKSHEET

1. The hair should be washed

   a. every two weeks.

   b. at least once a week.

2. The best cleanser for the hair is

   a. soap.

   b. shampoo.

3. Brushing the hair will

   a. make the hair healthy.

   b. make the hair fall out.

4. Clean and well styled hair helps

   a. to improve your skin.

   b. to improve your personal appearance.

5. What parasitic animal may infest a person's hair and scalp?

   a. Tick.

   b. Head louse.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn proper nail care.

OBJECTIVE: The students will increase their knowledge of nail care as measured by teacher observation and student participation in class discussions.

TEACHING PROCEDURE:

1. Define nails as outgrowths of the skin that act as a protective covering for the tips of fingers and toes. Also, nails aid in picking up items.

2. Ask, "How do we take care of nails?" Elicit responses and then discuss cleaning your nails (clean when washing hands, use soap, water and stiff brush) and trimming your nails (rounded at ends, neither too short nor too long). Discuss filing nails; discuss cleaning toenails when you bathe and cutting nails straight across to prevent ingrown toenails.

3. Discuss the importance of not biting your nails.

ADDITIONAL ACTIVITIES:

1. Written exercises can be made on information.
2. Students can examine their own nails and state what they can do to improve them.
3. Nail manicuring session can be held.

COMMENTS:

I see the unit as being very informative and there has been an apparent change in grooming habits.

I taught the first group and the patients' participation was by far better than I expected. It was different. All the patients and teachers were in one group exchanging ideas and experiences dealing with the same subject but from different points of view.

The unit being taught for the past two weeks has created good rapport between patients and staff. I feel the large group setting is therapeutic. Patients seem to be motivated and concerned about their appearance. Some patients have already made noticeable changes in the care of their hair and clothing. The patients have interacted openly during lessons by asking questions and contributing thoughts and comments. I feel the results are positive.

The unit on Personal Hygiene and Grooming seems to have made the patients more aware of their cleanliness and grooming. Several patients have remarked that they really enjoyed the lessons and have obviously tried to improve themselves.

NAILS WORKSHEET

TRUE OR FALSE

_____1. Fingernails should be cleaned once a week.

_____2. Long unclean fingernails collect germs.

_____3. Fingernails should be cut with sharp scissors.

_____4. The best way to clean fingernails is by brushing them with small brush, using warm water and soap.

_____5. Fingernails should be carefully trimmed or filed.

_____6. Hangnails should be carefully trimmed or filed.

_____7. Manicuring fingernails improves the looks of the hands and nails.

_____8. Toenails should be trimmed and cleaned when you take a bath.

_____9. Toenails are trimmed straight across.

_____10. You may treat ingrown toenails yourself.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN V

SHORT TERM GOAL: Through lecture, discussion, demonstration, and written work, the students will learn proper ear care.

OBJECTIVE: The students will demonstrate knowledge of correct ear cleaning as measured by teacher observation and worksheet requiring 80 percent accuracy.

MATERIALS NEEDED:
1. Blackboard
2. Chalk
3. Q Tips

TEACHING PROCEDURE:
1. The teacher will ask students if they know how to clean ears and elicit responses. She will ask if they have ever heard, "Don't put anything smaller than your elbow in your ear?" The teacher will ask why this is true and have class discussion. She will explain different reasons, such as:
   a. Push ear wax further into the ear and cause impactions.
   b. Scratch ear canal causing infection.
   c. Scratch ear drum or puncture ear drum causing infection and/or scar tissue which can cause loss of hearing.

2. Teacher will draw a diagram of the ear on the board. She will demonstrate how ear wax is produced and slowly moved outward. She will demonstrate how pushing wax in with an object causes a build up at the ear drum. She will explain that this can cause loss of hearing because it prevents the ear drum from moving (demonstrate on diagram). She will explain that a puncture or scar on the ear drum causes the same problem. The teacher will explain swelling in the ear canal is called otitis externa.

3. The teacher will ask if anyone knows the correct way to clean their ears. (Class discussion) The teacher will explain that a wash cloth or Q Tip can be used but only on the outer ear and behind the ear. Teacher can demonstrate. Students can practice.

4. Teacher will explain that if a student experiences pain in their ears to report it to their Licensed Practical Nurse immediately.

ADDITIONAL ACTIVITIES:
1. A Licensed Practical Nurse will come in and review above information.
2. The students will complete a worksheet on proper ear, eye, nose, and teeth care after all lessons are presented.

COMMENTS:
I feel the visual aid was very helpful in explaining the parts of the ear and how to care for it. The teachers did an excellent job gearing the unit materials to the many different levels of the patients. The evaluation after the lesson showed a need for repetition. The lesson content seemed to interest the patients.

COMMENTS: (continued)

I thought the lesson was interesting for most of the higher-level students. It may have been a little too techinical for some students.

I felt that the majority of the students did benefit from the unit lecture.

The lesson could help students to be aware of danger in not taking proper care of the ears.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN VI

SHORT TERM GOALS: Through lecture, discussion, demonstration, and written work, the students will learn proper eye care.

OBJECTIVE: The students will demonstrate knowledge of proper eye care as measured by teacher observation and worksheet requiring 80 percent accuracy.

MATERIALS NEEDED:
1. Blackboard
2. Chalk

TEACHING PROCEDURE:
1. The teacher will ask students how to get something out of their eyes. (Class discussion) The teacher will then explain that a person should never put anything (tissue, finger, etc.,) in their eye, including rubbing their eyes. Teacher will draw diagram of eye showing cornea and explain that cornea can easily be scratched possibly causing infection. Teacher will then explain that if one gets something in one's eye it is best to run cool water over the eye to try to flush out the object. Teacher will then tell patients that if they are unable to remove the object with water to tell their unit nurse.

2. Then teacher will remind patients that hair falling in their eyes can also cause skin and eye problems such as infection, pimples, eye strain. The teacher will ask how many people wear glasses. The teacher will ask who knows how to take care of their glasses. Teacher will explain several procedures, such as:
   a. When not wearing glasses, keep them in case or shirt pocket.
   b. Never hold glasses by arm. Put them on and take them off by the bridge.
   c. Never put them down on a table glass down because they will scratch.
   d. Keep glasses clean using a soft cloth.

3. The teacher will then review with the students what to do if they get something in their eyes and how to care for glasses.

4. The teacher will explain other ways to care for eyes.
   a. Read by a good light, not too dim or too bright. Do not hold your work too close to your eyes.
   b. Do not sit too close to the TV set.
   c. When your eyes are tired, rest them by keeping them closed for awhile.
   d. Wear colored glasses outside to protect your eyes from bright sunlight.

ADDITIONAL ACTIVITIES:
1. A Licensed Practical Nurse will come in and review above information.
2. The students will complete a worksheet on proper ear, eye, nose, and teeth care after all lessons are presented.

COMMENTS:

Again, I think the information was interesting for most of the students. The review of the ear did not go over very well.

I felt again that the unit lesson was beneficial for the majority of the students.

Very good information and it was well presented. The students participated in the discussions. I think the class was a success.

I felt the material covered is a very high priority need for the patients. From their comments it was easy to see they did not know the proper way to care for the eye.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN VII

SHORT TERM GOALS: Through lecture, discussion, and written work, the students will learn proper nose care.

OBJECTIVE: The students will demonstrate proper nose care as measured by teacher observation and worksheet requiring 80 percent accuracy.

MATERIALS NEEDED:
1. Blackboard
2. Chalk
3. Tissue

TEACHING PROCEDURE:
1. The teacher will ask students how the nose can be a messenger for them. She will explain:
   a. We can smell smoke and be warned of a fire.
   b. We can smell spoiled food and know not to eat it.
   c. We can smell good food and enjoy it more.

The teacher will explain to keep the nose clean. It warms and cleans the air we breathe. Do not put things, including fingers, in your nose.

2. The teacher will explain that no one knows why we have colds but almost everyone has a cold at least once a year. Symptoms include:
   a. Sore throat
   b. Nasal stuffiness or discharge
   c. Sneezing
   d. Chills
   e. Coughing

The teacher will explain that a cold is very contagious (meaning it is easy to catch) being spread through discharges from the nose and throat, especially when sneezing and coughing. You can catch it from the air or by touching something that a person with a cold has touched. The teacher will explain that this is why it is so important when you sneeze or cough to cover your mouth and/or nose with a tissue. Then throw the tissue away. It is also very important to wash your hands frequently when you have a cold.

3. The teacher will then ask students what to do if they have a cold. (Class discussion)

ADDITIONAL ACTIVITIES:
1. A Licensed Practical Nurse will come in to review above information.
2. The students will complete a worksheet on proper ear, eye, nose and dental care after all lessons are completed.

COMMENTS:
Today's lesson was pertaining to nose care and manners to use when you have a cold. The material is important. The patients exhibit bad habits pertaining to their nose. Also, this lesson has made the staff aware of reminding the patients to use good manners.

COMMENTS: (continued)

Today's lesson was very informative in that it stressed the importance of exhibiting food care and manners dealing with the nose. So often these good habits and manners are neglected among some patients. This causes them to be easily singled out when they go into the community. Two of the classes responded well to the teacher's lecture and discussion. The lesson was presented to meet the patients' individual levels.

I think the information on nose care and manners for a cold was very useful. The most important part of this lesson should be teacher follow up (reminding the students to use tissue, not to pick nose, etc.)

I felt that some of the subjects covered in this lesson will be useful, such as how to act when you have a cold.

SHORT TERM GOALS: Through lecture, discussion, demonstration, and written work, the students will learn proper dental habits.

OBJECTIVE: The students will demonstrate proper dental care as measured by teacher observation and a worksheet requiring 80 percent accuracy.

MATERIALS:
1. Blackboard
2. Chalk
3. Dental Floss
4. Toothbrush
5. Toothpaste
6. Worksheet on proper ear, eye, nose, and dental care.

TEACHING PROCEDURE:
1. The teacher will ask the students why teeth are important. (Class discussion) The teacher will explain reasons:
   a. Teeth help to chew food.
   b. Teeth help you speak well. (explain)
   c. Teeth help you look better and healthy.

2. The teacher will draw a diagram of a tooth on the board and label it, explaining the enamel, dentin, pulp, crown, neck, and root. The teacher will demonstrate how a cavity is formed.

3. Teacher will talk to students about the four types of teeth:
   a. Incisors
   b. Cuspids
   c. Bicuspids
   d. Molars

and explain briefly the function of each.

4. The teacher will ask the class what kinds of things are harmful to teeth. The teacher will explain why the following are harmful to teeth:
   a. Not brushing teeth after eating.
   b. Smoking.
   c. Chewing hard candy.
   d. Excessive sugar.
   e. Biting objects with teeth, such as: thread, packages, nuts.
   f. Eating ice.

5. The teacher will ask students why it is important to care for teeth.

6. The teacher will ask how to care for teeth and describe the tools necessary:
   a. Toothbrush. Soft bristles are best.
   b. Toothpaste. Use floride.
   c. Dental Floss, nylon thread, waxed or unwaxed.

7. The teacher will explain how to use each.

a. Place the toothbrush at an angle just at the point where the teeth and gums come together. Gently wiggle the bristles so that they will remove the bacteria from under and around the gums.

b. Use short back and forth wiggle motions to clean around the insides, outsides, and tops of all your teeth.

c. Wrap dental floss (about 18 inches) around your fingers.

d. Insert the floss between the teeth. Keep the fingers close together to handle floss more easily.

e. Holding the floss firmly, curve it tightly against a tooth and move the floss up and down several times. Clean between each tooth surface in this same way. Be sure to clean back surface of the last molars.

8. The teacher will explain other ways to care for teeth.

a. Adequate professional care. Teeth should be examined twice a year by a dentist and cleaned if necessary. All small cavities should be filled at once to prevent decay from spreading.

b. Proper diet. A well-balanced diet helps the development of strong teeth and the prevention of tooth decay and gum disease. The diet should include foods such as milk and meat. Foods with a lot of sugar damage teeth. If you eat between meals, drink diet drinks or eat fruit, not soft drinks, cake, or candy. Foods such as raw celery, carrots, and apples help clean teeth.

9. Review how to care for your teeth.

ADDITIONAL ACTIVITIES:
A dental hygienist will come in to review good dental care.

COMMENTS:

This was the best lesson of my series. All the patients seemed to relate to the information and most participated in answering questions.

I felt that this was a valuable lesson of the unit. There was a lot of participation on the part of the patients.

The patients were interested in material presented. They willingly took part in using the dental floss.

I think that this lesson was one of the best. The patients really listened and participated in answering questions about teeth care. They especially enjoyed the demonstration on using dental floss.

HOW TO CARE FOR YOUR TEETH

Here are some things to do.

1. Brush your teeth after each meal and before you go to bed.
2. Brush your teeth the way they grow. Brush up on the bottom teeth. Brush down on the top teeth.
3. Brush your teeth in front and in back.
4. Brush the sides, inside and outside.
5. Brush the chewing edges.
6. Clean between your teeth with dental floss at least once a day.
7. Exercise the teeth and gums. Chewing such foods as celery, carrots, apples, and lettuce helps to make the teeth strong and clean.
8. Do not crack pecans with your teeth.
9. Do not eat too many sweets. Too much candy causes cavities.
10. Drink plenty of milk each day.
11. Eat fruits and vegetables each day.
12. Eat foods such as fish, ham, eggs, and nuts.
13. Massage your gums daily.

The dentist is your friend. You should see the dentist every six months and when you have a toothache. He or she can fill cavities when they are very small and can clean your teeth in places that your toothbrush cannot get to.

WORKSHEET ON PROPER EAR, EYE,
NOSE, AND DENTAL CARE

A. Draw a line from each word on the left to the correct words on the right.

1. Your nose	help you speak well.
2. Your eyes	cleans the air you breathe.
3. Your ears	let you see.
4. Your teeth	let you understand sounds.

B. YES or NO

Write yes if the statement is true. Write No if it is not true.

_____1. You should sit very close to the T.V.

_____2. You should never put anything in your ear.

_____3. Eating candy helps your teeth stay healthy.

_____4. You should cover your nose every time you sneeze.

_____5. Biting hard things hurt your teeth.

C. FIND THE WORD

Write the word that fills in the blank correctly.

ears eyes nose teeth glasses

1. Colored _____ protect your eyes from sunlight.
2. Brush your _____ after each meal.
3. Cover your _____ when you sneeze.
4. Wax helps protect your _____.
5. Tears wash dirt out of your _____.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN IX

SHORT TERM GOAL: Through lecture, discussion, and demonstration, the students will learn proper use of tobacco products.

OBJECTIVE: The students will demonstrate knowledge of the proper use of tobacco products: Manners, disposal of and safety precautions as measured by teacher observation and student participation in class discussion.

MATERIALS NEEDED: A list of questions to ask orally will be provided.

TEACHING PROCEDURE:
1. Teacher will encourage discussion about different types of tobacco products:
   a. Cigarettes
   b. Snuff
   c. Cigars
   d. Chewing tobacco
   e. Pipe

2. Discuss manners and state that we should not smoke around persons who are allergic to smoke, eating, ill, or have asthma.

3. Discuss disposal procedures to make sure cigarettes or cigars are smokeless (no fire) when disposing of them.

4. Discuss safety precautions:
   a. Follow smoking signs.
   b. Smoke in designated smoking areas.

5. Discuss the effects of tobacco on the body. Teacher will present the following facts to students:
   a. Nicotine causes smoking to become a habit.
   b. Nicotine in concentrated form is a powerful poison.
   c. Nicotine is sometimes used as an insecticide.
   d. Blood vessels become irritated from nicotine. The throat, windpipe, and lungs are also irritated.
   e. Nicotine irritates the lining of the stomach.
   f. Heavy smokers as a rule have a shorter life span than non-smokers.

ADDITIONAL ACTIVITIES:
1. Can show filmstrips or movies on smoking.
2. Can do written exercises on related topics.

COMMENTS:
The students were very interested in the lesson. Students who usually sleep in class were very attentive. The content was very applicable because so many of the patients use tobacco products.

COMMENTS: (continued)

For the most part, the lesson was geared to the appropriate level of the student. However, there were a few terms, such as cilia, bronchial tubes, etc., that were too high for some of the students.

The length of the lesson was too short. Some of the students needed more time.

Role playing was done for student participation.

The feedback from the students was very positive.

The lesson could be improved by following up the lessons by observing carry over in everyday situations. More role playing can help. The lesson also needs to be lengthened.

TOBACCO

Oral questions.

1. Which of the following are types of tobacco products?
   a. nails, brick, hammer, saw
   b. cigarettes, snuff, cigars, chewing tobacco
   c. cars, boats, airplane, bus
2. Which of these statements are TRUE? FALSE?
   a. It is always all right to smoke ... anytime, any place.
   b. There are many rules and regulations which we should follow when using tobacco products.
   c. Smoking is hazardous to your health.
   d. It is all right to put your cigarettes out on the floor.
   e. It is important to dispose of cigarettes, cigars in a safe manner . . .
      (1) making sure they are smokeless
      (2) use of ashtrays
3. Which of the following describe the effects of tobacco on the body?
   a. Rosy cheeks
   b. Irritated blood vessels
   c. Coughing (result of irritated throat, lungs)
   d. Shiny hair

PERSONAL HYGIENE AND GROOMING
LESSON PLAN X

SHORT TERM GOAL: Through lecture, discussion, demonstration (teacher and student), and video taping, the students will learn about proper posture.

OBJECTIVE: The students will increase their knowledge of correct posture as measured by teacher observation, individual performance on "posture score card" and self evaluation.

MATERIALS NEEDED:
1. Handout on posture, taken from Better Health (see attached)
2. Video taping materials. (optional)
3. Book for balancing practice. (optional)
4. Cards with posture questions written on them.

TEACHING PROCEDURE: (See attached)
1. Teacher asks, "What is posture?" Elicit responses and then define it as the way we hold our bodies up as we walk, sit, and stand.

2. Have two students demonstrate good and bad posture (simultaneously) while walking, sitting, and standing, and each time ask, "Which one is showing good posture?"

3. Distribute handout on posture. Teacher reads first paragraph and asks the following questions:
   a. Can your bones bend out of shape if your posture is poor?
   b. Why is it harmful to slouch?

Give various students turns in reading Rules for Good Posture. Read through Correct Standing Posture. Call on several students to demonstrate. Repeat for walking and sitting posture.

4. As a review, have students answer questions about posture by selecting a card with a question on it. If he can answer it, he chooses the next person to have a turn. If he cannot answer it, the person who can gets to select the next card.

Examples of Questions:
1. What is posture?
2. How should your back be when you are sitting down?
3. Can your bones bend out of shape if you have bad posture?
4. Why is it harmful to slouch?
5. What does poor posture do to your lungs?
6. How should you hold your head when you walk?
7. On what part of your foot should you put your weight when you walk?
8. In what direction should your toes point when you walk?
9. How should your feet be placed when sitting down?
10. How should you hold your shoulders when you sit, stand, and walk?

ADDITIONAL ACTIVITIES:
1. Practice posture by walking with book on head.
2. Use video tape for individuals to critique their own performances.
3. Periodically recheck posture.
4. Take posture test.
5. Exercise for better posture.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing more time for individual practice.

POSTURE

Your bones seem so strong and stiff that is hard to believe they can be bent out of shape. This is very possible, however, and if the bones do bend it can cause problems. Correct posture helps the organs of your body to do their work properly, with less wasted effort. It is also a sign of self-respect and plays an important part in winning the respect of others. A person who slouches may not think very highly of himself. Slouching posture may let your stomach, intestines, and other organs fall out of their normal position. It may put pressure on your lungs and keep them from expanding to their full capacity. It may affect the action of your heart. Organs misplaced in this way often suffer for a long time before the person becomes ill, but sooner or later the general health of the body is injured and its power to resist disease is lowered.

Rules for Good Posture

1. Stand tall, head up and chin in.
2. When you walk, "walk tall," the weight should be transmitted to the ball of your foot.
3. When you sit, always "sit tall."
4. Do not slump. Keep shoulders square and high.
5. Keep your stomach pulled back and up.
6. Keep your chest high.
7. Think of yourself as a tall person.

Correct Standing Posture

Stand as tall as possible without rising on your toes. To assume this position, stand with your back to a wall, with head, hips, and shoulders touching the wall and with the heals about four inches away from the wall. To get the correct shoulder position, roll your shoulders up, back and down.

Correct Walking Posture

The walking posture is the same as the standing posture. When you walk in a straight line, each foot should be placed immediately ahead of where it was placed the previous step. Your toes should point straight to the front. Your weight should be on the ball of your foot. Try to jar your body as little as possible. The arms should hang naturally at your sides. Remember to swing your legs forward and backward from the hip joints.

Correct Sitting Posture

When you sit down, bend from the hips and not from the middle of the back of shoulders. Your body and head should be held in a straight line. Your feet should rest squarely on the floor.

Taken from (Better Health) Steck Vaughn Series, 1975.

POSTURE TEST

For the first posture test, stand against a wall with your heels, hips, shoulders, and head touching it. Then walk away, keeping the same position.

THE POLE TEST

Place a straight pole so that it passes the ankle bone, the back of the knee, the hip bone, the shoulder bone, and the ear. Check in the mirror. The book test is one in which you balance a book on your head while sitting, then get up and walk around the room.

EXERCISE FOR BETTER POSTURE

1. Here is an exercise in which you make circles with your arms. It is good for round shoulders. Stand erect, with feet parallel, stomach flat, chest and head up, and chin in. Raise your arms sidewards to shoulder level, with the palms up. Swing your arms backwards in a circle, so that you feel your shoulder blades touching. Keep palms up, thumbs back, and arms back. Do this for sixteen counts; then reverse and do it forward for sixteen counts.

2. An exercise called the pretzel bend will help you develop strong waist muscles. Stand with feet apart and hands on hips. At the count of one, bend sharply to the left; at two, circle foward with the chin up; at three, bend as far right as possible; and at four, stand up straight. You should feel the tug of your rib muscles as you bend to the left and right.

3. The allah bend is also good for waist muscles. Stand erect with the feet together and the arms overhead. Keeping your knees straight, bend forward on the count of one and touch the floor. At two, return the arms to the starting position. Repeat ten times.

4. The cat stretch will help you develop strong muscles in your back. Rest your weight on your hands and knees. Let the lower back sag; then raise it above its normal position. Push the hump up as far as possible, since this is the helpful part of the exercise. Feel how the tilt of the pelvis is changed. Repeat this exercise at least ten times.

5. For abdominal tone, try this exercise. It is called the Alaskan reveille. Lie on your back on the floor. At one, stretch the arms overhead; at two, sit up quickly and touch your toes.

Posture Cues

In addition to regular exercise, remember the posture cues listed below.

*Chin in!
*Shoulders level!
*Chest up!
*Abdomen flat!
*Knees straight!
*Hips pulled in!
*Feet parallel!
*Keep relaxed!
*Stand tall!

PERSONAL HYGIENE AND GROOMING
LESSON PLAN XI

SHORT TERM GOAL: Through lecture, discussion, and demonstration, the students will learn to dress appropriately for the weather.

OBJECTIVE: The students will demonstrate knowledge of dressing for the weather as measured by teacher observation and students personal appearance.

MATERIALS NEEDED:
1. Bulletin board displaying proper dress for different types weather.
2. Samples of different clothing.

TEACHING PROCEDURE:
1. Teacher will encourage discussion about the weather. Ask such questions as, how do we dress for cold weather? Hot weather? Wet weather? What kind of clothes do we wear for each kind of weather? Why? What types of clothes do we need? Discuss that for cold weather we need coats, scarves, hats, socks, gloves. Also, layer your clothes in cold weather. Why should we wear these types of clothes in cold weather? Explain chill factor, wind, protection, retaining body heat, and preventing frostbite. Discuss that for rainy, wet weather we need hat, raincoat, rainboots. Ask why should we wear these types of clothes in wet, rainy weather? Discuss danger in wearing wet clothes. Sudden coolness of the skin may cause your body to chill. On a cold, rainy day your stockings and shoes may get wet, and you may let them dry without changing them. As the water evaporates, your shoes and socks become dry. But if your body cools suddenly it causes you to feel chilled. The sudden chilling of your body may cause you to become ill. Discuss that for warm weather, we need clothes made of thin materials, shorter sleeves, hats for protection from sun; sun-glasses, and looser clothes. Ask why we should wear these types of clothes in warm weather? Discuss that on hot summer days our bodies perspire more than on cool days. Perspiration is mostly water. When water evaporates from the skin, the skin is cooled. If we want to keep cool in the summer, we choose clothing that will help our perspiration to evaporate. Cool, loose summer clothing takes up the perspiration and spreads it out.

2. Draw diagram of how perspiration is formed and comes out of pores. (Science, Health, and Safety, page 68) Discuss protection from the sun using sun hat, scarves, sunscreen, sunglasses.

ADDITIONAL ACTIVITIES:
1. Bulletin board, "Dressing for the Weather."
2. Students can coordinate outfits with clothes provided for different types of weather.
3. Can do written exercises on related topics.

COMMENTS:
Most of the students were attentive but some seemed bored. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the time allowed. Group discussion was encouraged for student participation. Mostly, the feedback from the students was positive. The lesson could have been organized a little better. Also, activities should be provided for higher level students that are more appropriate.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN XII

SHORT TERM GOAL: Through lecture, discussion, and demonstration, the students will learn to dress appropriately for the occasion.

OBJECTIVE: The students will demonstrate knowledge of dressing for specific occasions as measured by teacher observation and students personal appearance.

TEACHING PROCEDURE:
Teacher will discuss with students the following topics:

a. Review appropriate clothes for each season.
b. Discuss appropriate clothes for different occasions - list different occasions on the ward.
c. Appropriate shoes.
d. Appropriate underwear.
e. Adjustment of clothes in private.
f. Appropriate sitting positions.
g. Keeping your clothes clean and in good shape.

ADDITIONAL ACTIVITIES:
1. Have students cut out magazine pictures of different clothing for different seasons and make a collage bulletin board.

2. Have an assortment of clothes and give the student an occasion or type of weather and have the student choose an appropriate article of clothing.

3. Visit the Hospital's Clothing Warehouse - Patient Apparel Department.

COMMENTS:
Most of the students were very attentive while we were visiting the warehouse. Some of the students seemed bored. The students enjoyed showing their individual clothing pictures to the group.

The lesson may have been geared at a level that is too low for some of the students in the group. The tour of the warehouse was very appropriate for the level of the group as a whole.

The length of the lesson was adequate for the time allowed.

Activities were provided for student participation. Most of the feedback from the students was positive. Some of the examples should have been on the level of the students. The students could not identify with some of the examples used. The teacher could have stressed more clothing that the hospital population would be wearing rather than clothes in general. More time should be spent on coordinating outfits.

The lesson could be improved by having smaller groups visit the warehouse so that the students can hear and see better. Also, the students could visit a real department store and have an opportunity to pick out appropriate clothes. The lesson could be improved with the use of more visual aids.

PERSONAL HYGIENE AND GROOMING
LESSON PLAN XIII

SHORT TERM GOAL: Through lecture and discussion, the students will review good health practices.

OBJECTIVE: The students will increase their knowledge of good health practices as measured by teacher observation and oral questioning with written responses.

MATERIALS OR RESOURCES NEEDED:
1. A nurse to review all areas of personal hygiene discussed.
2. Test on personal hygiene.

TEACHING PROCEDURE:
1. Have nurse speak on all areas of personal hygiene discussed (including menstrual care) as a conclusion to this segment of the unit.

2. During the next session, give test orally with written responses on all areas of personal hygiene.

ADDITIONAL ACTIVITIES:
Can show filmstrips or movies on related topics for further reinforcement.

COMMENTS:
The students were very attentive to the guest speaker. The speaker geared her talk to a level that was too low for most of the students. The length of the lesson was fine. Student participation involved group discussion. There was not alot of feedback from the students. The lesson could be improved by encouraging more student participation.

TEST ON PERSONAL HYGIENE AND GROOMING

1. The sweat is secreted by

   a. veins.

   b. sweat glands.

2. The skin should be thoroughly rinsed and dried so that it does not

   a. get dirty again.

   b. become chapped.

3. The most important reason for personal cleanliness is that

   a. it helps the heart.

   b. it destroys germs that might cause disease.

4. All injuries to the skin should be

   a. disregarded.

   b. cleaned and painted with antiseptic.

5. The hair should be washed

   a. every two weeks.

   b. at least once a week.

6. Is it important to brush your hair?

   a. Yes

   b. No.

7. Clean and well-styled hair helps to

   a. improve your skin.

   b. improve your personal appearance.

8. What parasitic animal may infest a person's hair and scalp?

   a. Tick

   b. Head louse

9. Our nails serve to

   a. protect our finger tips and toes.

   b. serve no purpose at all.

10. When you cut your toenails you should cut them

   a. with rounded corners.

   b. straight across.

TRUE OR FALSE

_____1. You can get athlete's foot by walking barefoot in the shower.

_____2. You should take a bath every day.

_____3. You should use a deodorant to get rid of body odor.

_____4. Hangnails may be bitten off with the teeth.

_____5. You should sit very close to the T.V.

_____6. You should never put anything in your ear.

_____7. Eating candy helps your teeth stay healthy.

_____8. You should cover your nose every time you sneeze.

_____9. Biting hard things hurts your teeth.

_____10. Colored glasses protect your eyes from the sunlight.

_____11. You should brush your teeth after every meal.

_____12. You do not have to cover your nose and mouth when you sneeze.

_____13. Tears wash dirt out of your eyes.

_____14. Your bones can bend out of shape if your posture is poor.

_____15. It is harmful to slouch because your stomach, intestines, and other organs may fall out of their normal position.

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II. NUTRITION AND HEALTH

NUTRITION AND HEALTH
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the student will be introduced to proper nutrition and good health.

OBJECTIVE: The students will increase their knowledge of proper nutrition and good health as measured by student participation in class discussion.

MATERIALS:
1. Filmstrip projector
2. Filmstrips: Nutrition: Foods VS Health, Part 1 - "The Food Game" Part 2 - "A Consumer Viewpoint" Sunburst Communications, 1975
Your Health: Its Your Responsibility, Part 1 - "Wellness: What it is", Part 2 - "Wellness: How to get it", Part 3 - "Wellness: Your Wellness Program" Sunburst Communications, 1975

TEACHING PROCEDURES:
1. Teacher will talk with students about studying proper nutrition and health habits.

2. Students will see Part 1 and 2 of Nutrition: Food VS Health. Students will discuss the filmstrips.

3. Students will see Parts 1, 2, and 3 of Your Health: Its Your Responsibility. The students will discuss the filmstrips.

COMMENTS:
The majority of the students showed interest in the lesson and were fairly attentive. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn the importance of being healthy.

OBJECTIVE: The students will increase their knowledge of the importance of being healthy as measured by teacher observation and worksheets requiring 80 percent accuracy.

MATERIALS:
1. Ablest, "Health", Chapter 1, pp. 2-8.
2. Worksheets: 1. Pretest - "Being Well, Feeling Good".
   2. "Words to Learn".
3. Chalkboard, chalk

TEACHING PROCEDURES:
1. Review with students what health filmstrips were about.

2. Discuss with students the following questions:
   a. What does being healthy mean to you?
   b. Who is someone that you consider healthy?
   c. How can you stay healthy?
   d. How can we stay healthy?
   e. What are some foods that help keep us healthy?

3. Discuss with the students that we are beginning a new unit on the study of health and nutrition. We will be talking about ways to stay healthy and about foods and the way foods help to keep us healthy.

4. Take pretest on "Nutrition and Health".

5. Have students read orally chapter 1 from Ablest, Health.

6. Talk about "Words to Learn", p. 7. (Put the words on the chalkboard prior to class).

7. Complete "Using New Words" as a review of lesson. Go over answers orally.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for most of the classes but too long for others. Activities were provided for student participation in the form of worksheets and class discussion. The feedback from the students was positive. There are no suggestions to improve the lesson.

PRETEST FOR NUTRITION AND HEALTH

What to do:

Put ax X in front of each right answer.

1. Being in good health means your body

   _____ a. is sleeping.

   _____ b. is working well.

   _____ c. has many muscles.

2. Which of these are necessary for a balanced diet?

   _____ a. bread or cereals.

   _____ b. soda

   _____ c. milk products

   _____ d. vegetables

   _____ e. candy

   _____ f. meat or fish

3. Mental health means

   _____ a. feeling angry with others.

   _____ b. feeling good about yourself.

   _____ c. being very smart.

4. Vitamins are _____ to keep your body healthy.

   _____ a. needed

   _____ b. lost

   _____ c. energy

5. Which of these keep your body healthy?

   _____ a. plenty of sleep

   _____ b. no energy

   _____ c. good exercise

   _____ d. a balanced diet.

   _____ e. good friends

Pretest - page 2

6. Calories are the _____ in the food you eat.

   _____ a. fats

   _____ b. vitamins

   _____ c. energy

7. Most people need six or more hours a day of _____ to feel healthy.

   _____ a. music

   _____ b. exercise

   _____ c. sleep

8. You gain weight when _____.

   _____ a. you do push-ups.

   _____ b. your calories turn to fat.

   _____ c. you don't get rest.

USING NEW WORDS

Pick the word that belongs in each sentence. Then write the word in the space.

1. The shape your body is in is your _____.

   wealth health worth

2. The power your body has to do something is your _____.

   energy empty every

3. _____ is one way to keep your body in shape.

   Example Expert Exercise

4. Some people control their weight by adding up the _____ they eat.

   cherries countries calories

5. A _____ is what you use to move a part of your body.

   mental muscle missile

6. If your mind is healthy, then you have good _____ health.

   mental member muscle

7. Swiss _____ is a kind of food made from milk.

   change cheese choose

8. People often have _____ for breakfast.

   cereal circle center

SHORT TERM GOALS: Through lecture, demonstration, and discussion, the student will learn about the four basic food groups and the importance of a balanced diet.

OBJECTIVE: The students will increase their knowledge of the four basic food groups and the importance of a balanced diet as measured by student participation in the class activities and class discussion.

MATERIALS:
1. Chalkboard, chalk
2. Magazines
3. Scissors
4. Glue
5. Pencils

TEACHING PROCEDURES:
1. Discuss the four basic food groups with the students. Ask the students to give examples of each of the four food groups.

2. Discuss a balanced diet and a menu. Show examples of a menu on the chalkboard.

3. Have each student write a menu for breakfast, lunch, or dinner.

4. Share menus with the class; have the class decide if the menus are balanced.

5. Have students cut out pictures from magazines of the four basic food groups and glue them to construction paper.

COMMENTS:
The students showed a great deal of interest in planning menus. The lesson was appropriate for the level of the students. The length of the lesson was too long. It was necessary to continue the lesson on another day. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by getting the students to make menus similar to restaurants using magazines and construction paper.

NUTRITION AND HEALTH
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the student will review the four basic food groups and their nutritional value.

OBJECTIVE: The students will increase their knowledge of the four basic food groups and their nutritional value as measured by student participation in class discussions.

MATERIALS:
1. Nutrition For You: Parts I & II, Educational Activities, Inc.
2. Film Projector
3. Screen

TEACHING PROCEDURES:
Students will view films, Nutrition For You: Parts I and II, and will discuss them afterwards.

COMMENTS:
The students were attentive and interested during the lesson. The lesson was geared to the appropriate educational level of the students, but the social level was not appropriate. The lesson was adequate in length for the amount of time allowed. There were no activities provided for student participation. The feedback from the students was positive. The lesson could be improved by using another film. The film was for a younger age group. A film geared to the age level of the students would be better.

SHORT TERM GOAL: Through lecture, demonstration and discussion, the student will learn the importance of nutrients and their correlation to a balanced diet.

OBJECTIVE: The students will increase their knowledge of the importance of nutrients and their correlation to a balanced diet as measured by teacher observation and student participation in class activities.

MATERIALS:
1. Nutrient Information Sheet (See attached)
2. Magazines
3. Scissors
4. Glue

TEACHING PROCEDURES:
1. Teacher will go over the information sheet on nutrients with students and discuss it throughly. This sheet will contain the names of the nutrient, importance of the nutrient to your health, and food sources of the nutrient.

2. The class will be divided into groups and each group will be assigned a nutrient. Their assignment will be to find pictures of food sources for their nutrient and glue pictures to construction paper.

3. Each group will be asked to present their pictures to the class and talk about the food sources for their nutrients.

COMMENTS:
The students were not attentive and showed little interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of group assignments. The feedback from the students was negative. The information seemed to be too high for the level of the majority of the students.

NUTRITION INFORMATION SHEET

NUTRIENT	IMPORTANCE FOR GOOD HEALTH	SOURCES OF THE NUTRIENT
Vitamin A	Important for Growth and Smooth Skin	Dark green leafy vegetables- Turnip Green and Collards Deep yellow vegetables- Carrots and Sweet Potatoes
Vitamin B	Helps maintain normal appetite, normal muscle tone, steady nerves.	Dairy Products - milk, eggs Liver Whole Wheat
Vitamin C	Important for healthy skin and gums, normal teeth formation. Helps with healing of sores and helps body keep out bacteria.	Broccoli Oranges Orange Juice Tomatoes
Calcium	Important to stimulate muscle contraction, maintain the rhythm of the heartbeat, causes nerves to respond.	Cheese Milk Yogurt Dark leafy vegetables
Proteins	Important for growth, builds red blood cells, helps to develop resistance to disease	Eggs Dried beans and peas Peanut butter Rice
Fats and Carbohydrates	Provides energy	Butter, Mayonnaise, Nuts) Fats Bread, Potatoes, Dried Fruit) Carbohydrates
Iron	Builds Blood Carries Oxygen from lungs to all cells in the body.	Beans Oatmeal Red Meats Bell Pepper
Water	Important for kidney function and bowels	6 - 8 glasses a day

NUTRITION AND HEALTH
LESSON PLAN VI

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will review the four food groups.

OBJECTIVE: The students will increase their knowledge of the four food groups, balanced menus and nutrients as measured by student participation in class discussion and the post-test requiring 80 percent accuracy.

MATERIALS:
1. Ablest, "Health", Chapter 1, pp. 3-8
2. Let's Look It Up, Practice in Survival Reading-7, by Patrica Kelly Waelder, 1977.
3. Worksheet on Daily Food guide and questions.
4. Posttest (See attached)

TEACHING PROCEDURES:
1. Students will review four food groups, a balanced menu and nutrients using Let's Look It Up, Practice in Survival Reading, Pages 36-37. Students will read and answer questions orally.

2. Students will complete posttest on Health.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was appropriate for the level of the students. The length of the lesson was too long for the amount of time allowed. Activities were provided for student participation. The feedback for the lesson was positive. The lesson could be more effective if it was divided into two lessons.

DAILY FOOD GUIDE FROM FOUR BASIC FOOD GROUPS

GROUPS	DAILY AMOUNTS
MILK GROUP Milk (Whole, Skim, evaporated; instant no-fat dry; buttermilk), with cheese and ice cream as alternates	ADULTS: 2 Cups CHILDREN: 3-4 Cups For Calcium: 1 oz. American cheese equals 3/4 cup milk ½ cup cottage cheese equals 1/3 cup milk ½ cup ice cream equals ¼ cup milk
MEAT GROUP Meat, poultry, fish, eggs- with dry beans, dry peas and nuts as alternates	2 or more servings Count as a servings: 2 to 3 ounces of lean cooked meat, poultry or fish; 2 eggs; 1 cup cooked dries beans; 4 tablespoons of peanut butter.
VEGETABLE-FRUIT GROUP	4 or more servings. Include: a citrus fruit or other Vitamin C-rich fruit or vegetable daily. A dark leafy green or deep yellow vegetable for Vitamin A at least every other day. Other fruits and vegetables- including potatoes- at least 2 or 3 servings daily. Count as a serving: ½ cup of vegetables or fruit.
BREAD-CEREAL GROUP	4 or more servings. Whole grain or enriched. Count as a serving: 1 slice of bread, 1 ounce ready-to-eat cereal; ½ to 3/4 cup cooked cereal, noodles, rice, etc.

NOTE: Fats, oils and sugars can be combined with many foods to enhance flavor, but should be used sparingly. Although water is not a nutrient, it is essential to proper body functioning.

QUESTIONS ON FOUR BASIC FOOD GROUPS

1. Name the four basic food groups. _____

_____

2. For whom are these groups suggested? _____

_____

3. What can you eat in the place of meat and poultry? _____

_____

4. How many servings from the vegetable-fruit group should you eat every day? How large is one serving? _____

_____

5. Calcium builds strong bones and teeth. What two foods can you eat instead of milk for calcium? How much cottage cheese has the calcium value of one cup of milk? _____

_____

6. Which kinds of vegetables contain Vitamin A? _____

_____

7. How much ready-to-eat cereal makes one serving? _____

How much cooked cereal makes one serving? _____

8. What food substances aren't included in the four main groups? How should they be used? _____

_____

9. Does water have any food value? Why do we need it? (See the note.)

_____

What do you think?

10. Plan a breakfast menu. Be sure to choose foods from each group.

_____

_____

POSTTEST ON NUTRITION AND HEALTH

What to do:

Put an X in front of each right answer.

1. _____ means your body is working well.

   _____ a. Being in good health

   _____ b. Eating four meals a day

   _____ c. Feeling good about others

2. Which of these are necessary for a balanced diet?

   _____ a. fruit

   _____ b. fish

   _____ c. bread or cereal

   _____ d. milk

   _____ e. canned food

   _____ f. coffee or tea

3. _____ liking yourself and other people.

   _____ a. Mental health means

   _____ b. Having energy means

   _____ c. Having a fit body means

4. _____ needed to keep your body healthy.

   _____ a. Education is

   _____ b. Coffee and tea are

   _____ c. Vitamins are

5. Which of these keeps your body healthy?

   _____ a. clothes

   _____ b. good exercise

   _____ c. plenty of sleep

   _____ d. working too hard

   _____ e. a balanced diet

POSTTEST - Page 2

6. _____ the energy in the food you eat

   _____ a. Weight is

   _____ b. Calories are

   _____ c. Vitamins are

7. Most people seem to need six or more hours of _____.

   _____ a. sleep

   _____ b. energy

   _____ c. exercise

8. When calories turn to fat, you _____.

   _____ a. use energy

   _____ b. lose energy

   _____ c. gain weight

9. _____ is important for good mental health.

   _____ a. Worrying

   _____ b. Sleep

   _____ c. Gaining weight

10. Exercise _____ and keeps you in shape.

   _____ a. uses vitamins

   _____ b. burns calories

   _____ c. builds blood

NUTRITION AND HEALTH
LESSON PLAN VII

SHORT TERM GOAL: Through lecture, demonstration, and discussion the students will learn symptoms of illnesses, how they become ill, and how to care for themselves during illnesses, such as having a cold or the flu.

OBJECTIVE: The students will increase their knowledge of the symptoms of illnesses, how they become ill, and how to care for themselves during illnesses as measured by student participation in class discussion and the pre-test requiring 80 percent accuracy.

MATERIALS:
1. Ablest: Health, Chapter 2, pp. 9-14
2. Pratice in Survival Reading: Books 3 & 4
3. Chalkboard, chalk
4. Pretest (See attached)

TEACHING PROCEDURES:
1. Teacher will administer the pretest on health to the students and then go over the answers orally with the students.

2. Class will discuss how they become ill and how they can care for themselves after becoming ill. Some of the answers will be written on the chalkboard and reviewed at the end of the session.

3. Teacher will talk with students about how aspirin can be used as a medication during some illnesses. Students will go over questions on page 27, Practice in Survival Reading, Book 3 to stress knowing dosages, warnings, and cautions of using aspirin.

4. Using the same procedures, the class will read page 49 of Practice in Survival Reading: Book 4 about the use of cold capsules.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the length of time allowed. A pretest was provided for student participation. A discussion was also conducted for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

PRETEST ON HEALTH

What to Do:

Put an X in the box next to each right answer.

1. Injections of _____ help your body fight off some diseases.

a. soap and water

b. weak or killed germs

c. orange juice

2. Which of these can be signs of disease?

a. being hungry

b. having a headache

c. having a stomach ache

d. having flat feet

e. feeling tired

f. having a fever

3. When a disease leaves you immune, _____.

a. you will have it for the rest of your life.

b. you can no longer walk.

c. you can never get it again.

4. Which of these are contagious diseases?

a. strokes

b. measles

c. mumps

d. flu

e. cancer

f. chicken pox

5. _____ are given in injections to keep you from getting contagious diseases.

a. Fevers

b. Mumps

c. Vaccines

6. _____ is passed from one person to another by contact during sex.

a. A headache

b. Tired blood

c. Veneral disease

NUTRITION AND HEALTH
LESSON PLAN VIII

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn about immunity, contagious diseases, and vaccines.

OBJECTIVE: The students will increase their knowledge about immunity, contagious diseases, and vaccines as measured by student participation in class discussion.

MATERIALS:
Ablest: Health: Chapter 2, pp. 9-14

TEACHING PROCEDURES:
1. Teacher will review briefly symptoms of illnesses, ways we get sick, and how to care for yourself.

2. Students will read Ablest: Health, Chapter 2 and discuss "Words to Learn" at the end of the chapter (See attached sheet).

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing an activity for students to complete on "words to learn".

VOCABULARY WORDS

Attack - to fight against; to try to hurt.

Chicken Pox - a contagious disease that makes the body break out in red bumps.

Contact - When things touch each other.

Contagious - able to be caught from or passed on to another person.

Disease - something that makes the body sick.

Fever - when your body gets hotter.

Flu - a very contagious disease, such as the Asian flu.

Germs - small things that carry disease.

Headache - when your head hurts.

Immune - able to keep from getting one kind of disease.

Injection - a shot put into the body with a needle.

Measles - a contagious disease that makes the body break out in tiny red spots.

Medicine - something that helps sick or hurt people, such as pills.

Mumps - a contagious disease that makes the neck get larger and hurt.

Polio - a disease that often hurts the muscles so that they can no longer work.

Stomach - the part of the body below the chest.

Tired - not having energy.

Vaccine - what is given in an injection to keep people from getting sick.

Venereal Disease - a contagious disease passed by contact with another person during sex; often called VD.

NUTRITION AND HEALTH
LESSON PLAN IX

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the student will learn about over-the-counter drugs. their names, and purposes.

OBJECTIVE: The students will increase their knowledge about over-the-counter drugs, their names, and purposes as measured by student participation in class activities and discussion.

MATERIALS:
1. Various medications such as Alka-Seltzer, Pepto-Bismol, aspirin, Kaopectate.

2. Magazines

3. Scissors

TEACHING PROCEDURES:
1. The teacher will define for the students: over-the-counter drugs. She will give some examples.

2. The teacher will exhibit to the students various over-the-counter drugs and talk about their uses.

3. The class will discuss why they feel one drug is better than another drug.

4. Students will cut out advertisements from magazines for over-the-counter drugs and tell the class what the advertisements promise to do for you and why they clain one is better than the other.

COMMENTS:
The students were attentive and found the lesson interesting and informative. The lesson was geared to the appropriate level for the students. The length of the lesson was appropriate for the amount of time allowed. Activities were provided for student participation by having the students find drug advertisements in magazines. Positive feedback was given by the students. No suggestions were given to improve the lesson.

NUTRITION AND HEALTH
LESSON PLAN X

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn the difference between non-prescription (over-the-counter) and prescription drugs and the purposes and side effects of their own medications.

OBJECTIVE: The students will increase their knowledge of non-prescription and prescription drugs and the purposes and side effects of their own medications as measured by student participation in class discussion.

TEACHING PROCEDURES:

1. The teacher will review over-the-counter or non-prescription drugs.

2. The teacher will discuss with the students the difference between non-prescription drugs and prescription drugs.

3. Students will discuss how they get their medication at the hospital and the teacher will stress that their medications are prescribed drugs.

4. The teacher will discuss with the students anti-psychotic (psychotropic), anti-parkisonian (side effects), anti-depressants, and anti-anxiety drugs. She will discuss their uses, their side effects, and withdrawal effects. (See attached)

5. The teacher will take each student individually and discuss what medications that student is on and review the use of each drug.

COMMENTS:

For the most part, the students showed interest in the lesson. The level of the lesson was appropriate for the level of the students. The length of the lesson was appropriate for the time allowed. Activities were provided for student participation. The students were allowed to bring in a list of the medications that they are presently taking and discussed the proper use of the drugs and their side effects. The feedback from the students was positive. The information could be presented by a nurse in order to make the lesson a little more interesting to the students.

USES FOR ANTIPSYCHOTIC DRUGS

The antipsychotic drugs (neuroleptics) are used primarily for the control of schizophrenia and its psychotic manifestations. However, the use of these agents is not limited to schizophrenia. Other uses include but aren't limited to:

1. Control of the manic phase of a manic-depressive disorder.
2. Involutional psychosis.
3. Senile psychosis or chronic brain syndrome with psychosis.
4. Psychotic depressive illness.

Some non-psychiatric uses of these drugs which are useful to know are:

1. Control of nausea and vomiting.
2. Potentiation of narcotic pain relievers.
3. Control of intractable hiccups in cancer patients.
4. Reduction of high fevers that don't respond to other treatments.

Examples of Antipsychotic Drugs

- Thorazine (Chlorpromazine)
- Mellaril (Thioridazine)
- Serentil (Mesoridazine)
- Prolixin, Permatil (Fluphenazine)
- Trilafon (Perphenazine)
- Stelazine (Trifluroperazine)
- Navane (Thiothixene)
- Haldol (Haloperidol)
- Loxitane (Loxapine Succinate)
- Movan, Lidone (Molidone)

Antipsychotic Side-Effects or Adverse Reactions

The toxicity of the antipsychotic drugs is remarkably low and really threatening side-effects or adverse reactions are relatively infrequent.

Many of the side-effects of the antipsychotic subside or completely disappear with time; others respond well to a moderate reduction in dose; some can be counteracted by other drugs, e.g. parkinsonian-like side-effects. Occasionally, the only solution will be to switch to another antipsychotic, preferably of a different chemical class.

I. More Common Side Effects

A. Sedation
   1. Thorazine
   2. Mellaril
   3. Serentil

USES FOR ANTIPSYCHOTIC DRUGS - Page 2

B. Orthostatic (Postural) Hypotension
This term describes a drop in blood pressure which often occurs when a person goes from a reclining position to a standing position. The result of the drop as noticed by the patient is dizziness and in more extreme instances, fainting. The problem occurs more often in older or elderly patients.

C. Dry Mouth

D. Constipation
Older patients and those who engage in little physical activitiy have more of a problem.

E. Blurred Vision

F. Aggravation of Glaucoma

G. Extrapyramidal (EPS) Side Effects
Extrapyramidal side-effects refer to a group of adverse effects on the extrapyramidal portion of the nervous system by the antipsychotic agents.

1. Akathisia
This term, akathisia, comes from the Greek meaning "inability to sit down". This is a form of motor restlessness where the patient is unable to sit still. The patient experiences a driving, subjective desire to be in constant motion; inactivity causes extreme discomfort.
Akathisia affects females somewhat more often than males and occurs most often in middle-aged patients.

2. Parkinsonian-like Side-Effects (Extrapyramidal Side Effects (EPS))
The first sign is usually a reduction in facial movements which causes a "mask-like" appearance of the face. The patient may appear apprehensive rather than drowsy. Rigidity most often appears as a reduction in arm movement as the patient walks and a shuffling gait. A phenomenon referred to as "cogwheel rigidity" may occur; upon applying force to the limbs, the muscles appear to the examiner to give way in a series of little jerks. Tremor is probably the most frequent symptom. It consists of regular, rhythmic oscillations, usually in the hands and fingers.
These parkinsonian-like side-effects of pseudoparkinsonism are more common in patients over 50 years of age. It usually responds well to treatment with the antiparkinsonian agents, e.g. Artane, Akieton, Cogentin, etc.

USES FOR ANTIPSYCHOTIC DRUGS - Page 3

3. Acute Dystonic Reaction
This is the rarest but most dramatic of all extrapyramidal symptoms. Occasionally this reaction is mistaken for an epileptic-convulsion. It is characterized by bizarre muscle spasms which particularily affect the muscles of the head and neck. An involuntary spasm of the tongue and mouth muscles is a common feature.

4. Tardive Dyskinesia
It has been realized that there may be later development of certain neurological effects (abnormal movements) which are referred to as tardive dyskinesia. This is a syndrome consisting of abnormal stereotyped involuntary movements of the mouth, face, limbs, or tongue.

H. Adverse Effect of Seizure Disorders.
The antipsychotics may aggravate an existing seizure disorder and increase the number of convulsions.

II. Side-Effects

A. Tachycardia (fast heart rate) and/or palpitations of the heart (an awareness of the heart beat).

B. Changes in the Electrocardiogram (EKG)
Changes in the electrical activity of the heart may occur as demonstrated by an EKG performed on the patient. These changes are usually of limited clinical significance except in patients with existing heart problems.

C. Delayed ovulation and irregular menstrual periods.

D. Marked weight gain during the first few weeks of drug therapy.

E. Sexual impotence, especially in the male.

F. Photosensitivity, or extreme sensitivity of the skin to the sun expecially with chlorpromazine.

G. Impairment of the body temperature regulating mechanisms in the brain which has resulted in heat strokes in hot climates.

H. Flushing or pallor of the skin.

I. Temporary reduction in white blood cell count.

J. Allerfic skin reactions, usually of a mild nature which respond to antihistamines.

USED FOR ANTIPSYCHOTIC DRUGS - Page 4

Ways To Administer Antipsychotic Drugs

The antipsychotic drugs are available as tablets, capsules and liquids for oral administration; for injection there's a solution in water and in oil.

Drugs Used to Counteract Parkinson-Like Effects of Psychotropic Drugs

Anticholinergic Types

Trade Name	Genetic Name
Artane	Trihexaphenidyl
Tremin	Same
Akineton	Biperidin
Cogentin	Benztropin Mesylate
Kemadrin	Proclydin
Pagatane	Cycrimine
Parsidol	Ethopropazine

Antihistamine Type

Phenoxene	Chlorpheroxamine
Benadryl	Diphenhydramine HCL
Disapal	Orphenadrine HCL

Miscellaneous

Symmetrel	Amantadine HCL

Adverse Reactions and Precautions

The most common adverse reactions are dryness of the mouth, extreme dialation of the pupils of the eyes, a paralysis of the eye muscle having to do with accommodation; excessively rapid action of the heart, constipation, urinary retention, and pyshic disturbance.

Impairment of recent memory, mild confusion, insomnia and restlessness are common psychic effects. More serious mental disturbances include agitation, disorientation, delirium, paranoid reactions, and hallucinations.

The antihistamines have some adverse effects that are unrelated to their anti-cholinergic action. Drowsiness and dizziness are common and loss of appetite, nausea, and vomiting may occur. Other reactions may include euphoria, hypotension, headache, weakness, tingling, and heaviness of the hands.

ANTIDEPRESSANT DRUGS

Tricyclic Antidepressants

Generic Name	Trade Name(s)
Doxepin	Sinequan, Adapin
Amitriptylin	Elavil, Endep
Imipramine	Tofranil, Presamine Sk-Pramine
Desipramine	Norpramin, Pertofrane
Nortriptyline	Aventyl, Pamelor
Protriptyline	Vivactil
Amoxapine	Asendin
Trimipramine	Surmontil

Tetracyclic Antidepressant

Maprotiline	Ludiomil

Monoamine Oxidase Inhibitors (MAOI's)

Phenlzine	Nardil
Tranylcypromine	Parnate
Isocarboxaizid	Marplan

Withdrawal Effects

The tricyclics are not addicting but if a patient on high doses is aburuptly withdrawn there are usually non-specific complaints of malaise, chills, runny nose, vomiting, nausea, abdominal cramping, insomnia and irritability and muscle aching. The depression may also return abruptly.

Side-Effects or Adverse Reactions

I. Sedation

II. Autonomic Side-Effects
These problems are similar to those found with the antipsychotics: dry mouth, blurred vision, flushing, urinary hesitancy, constipation, and excessive sweating.

III. Effects on the Heart and Circulatory System
Postural hypotension (a drop in blood pressure usually occurring when the patient arises quickly from a lying or supine position to a standing position) with dizziness and possible fainting may occur. A variety of other effects on the heart and circulatory system may occur. These effects include:

A. Tachycardia (fast heart rate)
B. Palpitations of the heart (throbbing pulsations of the heart)
C. Irregular heart beating (arrhythmias)
D. Fluid collection around the ankles (ankle edema)
E. Abnormalities in the patient's electrocardiogram

IV. Side-Effects On the Central Nervous System
Sedation or drowsiness from the tricyclic antidepressants in probably the most common side-effect on the Central Nervous System (CNS). Headache is a fairly common complaint. In addition to the headache, the patient may complain of weakness and fatigue.

V. Side-Effects On the Gastrointestinal System
Hearburn is a common side-effect from the tricyclic antidepressants. The patient may occasionally experience some nausea and less frequently vomiting and loss of appetite.

VI. Blood Disorders

VII. Miscellaneous Side-Effects
A. Lowering of the seizure threshold in patients with seizure disorders.
B. Weight gain and weight loss
C. Sexual impotence
D. Tinnitus (ringing in ears)
E. Bad taste in mouth

Toxicity and Overdose With Tricyclic Antidepressants

As little as a one-week supply of a tricyclic antidepressant can be fatal if taken as an overdose.

Antianxiety Drugs

These agents fall into three groups:

I. Glycerol derivatives

A. Meprobamate - Equanil - Miltown

II. Benzodiazepine Derivatives

A. Librium

B. Valium

III. Diphenylmethane Derivatives

A. Vistaril

They all produce some sedation and anxiety relief at lower dosages and produce sleep at higher dosage. These drugs also share the ability to produce both physical dependence and withdrawal symptoms, including convulsions and delirium tremers.

Drug Treatment of Epilepsy

The term "epilepsy" means a group of disorders that result from the sudden excessive discharge of nerves in the cerebral area of the brain. The abnormal electrical discharge in the cerebral area of the brain is referred to as a seisure; the clinical symptoms of a seizure may be seen as abnormal motor function, a loss of consciousness, abnormal sensory phenomena, psychological symptoms, etc., depending on the type of the seizure.

Causes of Epilepsy

Many things may cause epilepsy in the early years. Birth defects of the brain, inherited metabolic defects and hypoxia are some causes of seizure disorders in infants and babies. Brain infections (e.g. meningitis), excessive fever, metabolic diesease (e.g. hypoglycemia, vitamin B-6 deficiency) and most often a genetic predisposition in persons with no detectable abnormality of the brain result in childhood epilepsies.

Classification of Seizure Disorders

The older system of classification divides the epilepsies into five categories:

1. "Major motor" or "grand mal" seizures
2. Focal motor seizures
3. Psychomotor seizures
4. Petit Mall seizures
5. Minor Motor Seizures
    a. Infantile spasms
    b. Akinetic seizures
    c. Bilateral massive myocloclonus

Drug Treatment of Grand Mall Seizures

1. Phenobarbital

    The frequency of severe side effects with phenobarbital is very low. The most frequent problem may be sedation.

2. Phenytoin (Dilantin)
   The first signs of toxicity due to an overdose are horizontal nystagmus (a continuous horizontal movement of the eyeball), ataxia incoordination) and diplopia (double vision - two images of a single object). Another common problem is gingival hyperplasia, on overgrowth of gum tissue.
   Some other less common side-effects include hirsutism (abnormal growth of hair), skin rashes, hyperglycemia (excess glucose in the blood), a megaloblastic anemia associated with a deficiency of folic acid and gastrointestinal discomfort due to local irritation of the stomach.

3. Primidone (Mysoline)
   The most common side effects are drowsiness and sedation. Nystagmus, ataxia and diplopia are the signs of intoxication. Nausea and vomiting may be a rare problem which occurs.

4. Other Barbiturates
   Mephobarbital (Mebaral) and metharbital (Gemonil).

NUTRITION AND HEALTH
LESSON PLAN XI

SHORT TERM GOAL: Through lecture, demonstration, and discussion the students will learn the role that exercise plays in remaining healthy and will review the previous lessons in the health unit.

OBJECTIVES:

1. The students will increase their knowledge about the role that exercise plays in remaining healthy as measured by student participation in class discussion.

2. The students will increase their knowledge of health as measured by the pretest requiring 80 percent accuracy.

TEACHING PROCEDURES:

1. Briefly review lesson 10.

2. Introduce the topic of exercise. (The Signs of Good Health).

3. Discuss the importance of exercise and what it does for the body.

4. Discuss the areas of the body certain exercises will help.

5. Discuss and give examples of different kinds of exercise.

6. Review illness. Discuss the symptoms of being ill.

7. Review the words contagious and immune. Discuss some contagious diseases.

8. Review "over-the-counter drugs". Discuss the meaning of the phrase "over-the-counter".

9. Discuss the difference between prescriptive and non-prescriptive drugs.

10. Name some "over-the-counter" drugs.

11. Review hospital medications.

12. Administer the post-test.

COMMENTS:

The students did not show as much interest in this lesson as they have shown in others. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for patient activities. The feedback from the students was positive. There are no suggestions for improving the lesson.

THE SIGNS OF GOOD HEALTH

Have you ever watched a tennis match and experienced the thrill of seeing two people play a series of games, while hardly becoming tired? They seemed to play the game with enthusiasm, running across the courts and racing to meet the rapidly approaching tennis ball time after time.

If you were to ask players, teachers, doctors or friends why the athletes show such stamina, they would most likely tell you that the ability to play long periods without becoming weary is no accident. You would probably discover that the players regularly participate in some vigorous exercise. They might run, swim, play golf, or play tennis almost every day. It is likely the players do not smoke or drink alcohol. They also probably eat nourishing foods, have plenty of fresh air, and get enough sleep and rest each day of the year.

Nearly everyone admires a healthy looking person. What we usually admire is the physical appearence. Healthy men and women are handsome, strong, and alert, with bodies that are well formed and that move with ease. A healthy person is well built, strong and has a healthy color. The color of the hair and eyes or the tilt of the nose has little to do with attractiveness. Fortunately, it depends mostly upon something that can be controlled - health.

Below are listed a number of signs of good health that you need to know.

1. Good posture
2. Correct weight
3. Clear, firm skin
4. Clear, glistening eyes
5. A clean body
6. Alertness
7. Glossy hair
8. Clean teeth
9. A happy facial expression
10. A friendly attitude
11. Plenty of energy and strength
12. Agility and good coordination

POSTTEST FOR HEALTH

Put an X in front of each right answer.

1. Injections of weak or killed germs _____.

   _____ a. help your body fight off some diseases.

   _____ b. will kill a person.

   _____ c. are why many people get sick.

2. Which of these can be signs of a disease?

   _____ a. feeling tired.

   _____ b. feeling happy.

   _____ c. having a headache.

   _____ d. having a stomach ache.

   _____ e. being fat.

   _____ f. having a fever.

3. If you had a disease and cannot catch it again, then _____.

   _____ a. you should not have children.

   _____ b. you are immune.

   _____ c. you will catch many other diseases.

4. Which of these are contagious diseases?

   _____ a. Venereal disease

   _____ b. cold

   _____ c. the flu

   _____ d. polio

   _____ e. cancer

   _____ f. heart attack

Posttest for Health - page 2

5. Vaccines are infections to _____ contagious diseases.

_____ a. help you get

_____ b. keep you from getting

_____ c. get you ready to have

6. Venereal disease _____

_____ a. is passed by contact during sex.

_____ b. is caught only by men.

_____ c. is caused by colds.

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Sunburst Communication, 1975

Your Health: Its Your Responsibility, Part I - "Wellness-What It Is"
Part II - "Wellness-How to Get It"
Part III - "Wellness-Your Wellness Program"
Sunburst Communication, 1975

FILM

Nurtition for You, Parts I & II.
Educational Activities, Inc.

III. MONEY AND MONEY MANAGEMENT

MONEY
LESSON PLAN I

SHORT TERM GOAL:
1. To become aware of the students' present knowledge of money.
2. To understand what a consumer is.

OBJECTIVE:
1. Through discussion and examples, the student will gain an understanding of what a consumer is.
2. By completing a pre-test on money, the student's knowledge of counting money, values of coins, making money combinations, and making change will be determined.

MATERIALS NEEDED:
1. Paper play money
2. Pre-Test on money (see attached)

TEACHING PROCEDURE:
1. Read the word "Consumer" off the board. Explain that a consumer is "a person who buys goods and services."

2. Ask what 'buying a good' means.

3. Explain that goods are things or items that are bought and that can be seen. Give examples: (food, clothes).

4. Ask what buying or paying for a service means.

5. Explain that buying a service is when you pay to have something done for you. Give examples (doctor, car repair).

6. Name various other goods and services and call on students to identify each as a good or a service. List may include: dress, lawyer, dentist, milk, car repair, car, couch, having a home built, T.V., cigarettes, cab, etc.

7. Ask, "Are you a consumer? Why?"

8. Say, "I'm going to be a kind of consumer now by buying a service from you during this lesson. The service I am going to buy from you is for you to give me information. You will give me this information by answering questions when I call on you. I will pay you for this service with play money when you know the answer. We will count all the money at the end to see how much your service cost me." (Note: During the rest of the lesson hand out play dollars each time student responds correctly).

9. Ask what a consumer is.

10. Ask someone to name a good.

(continued)

11. Ask someone to name a service.

12. Explain that in consumer education we study some things that are necessary and important for consumers to know.

13. Ask them what you think would be important for you to know as a consumer.

14. Discuss the following topics that they will be studying in the unit:
    a. Money - values of coins, uses.
    b. Budgeting - a plan on how to spend your money.
    c. Shopping - comparative shopping advertisements.
    d. Banking - buying on credit, checking, and savings accounts.
    e. Credit Cards.

15. Ask questions on what was just covered.

16. Say, "During this lesson I was a consumer because I bought information from you. You provided me with a service. Let's see how much you cost me for your service answering questions during this lesson." (Have someone count money.)

17. Point out that since we as consumers use money so much, it is important to know how to count it and make change. Some of you can already do that well, others need help. This exercise will tell us who needs to work on this, and who can go on to learn about some of the other areas we talked about. (budgets, etc.)

18. Administer Pre-Test.

EVALUATION: Teacher observation and Money Pre-Test.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The lesson was of adequate length for the time allowed. Activities were provided for student participation. The student feedback was positive. This lesson was a good introduction to the unit on money.

PRE-TEST - POST-TEST

NAME: _____ DATE: _____

1. Draw a line from the coin to the correct name.

Half-dollar

Quarter

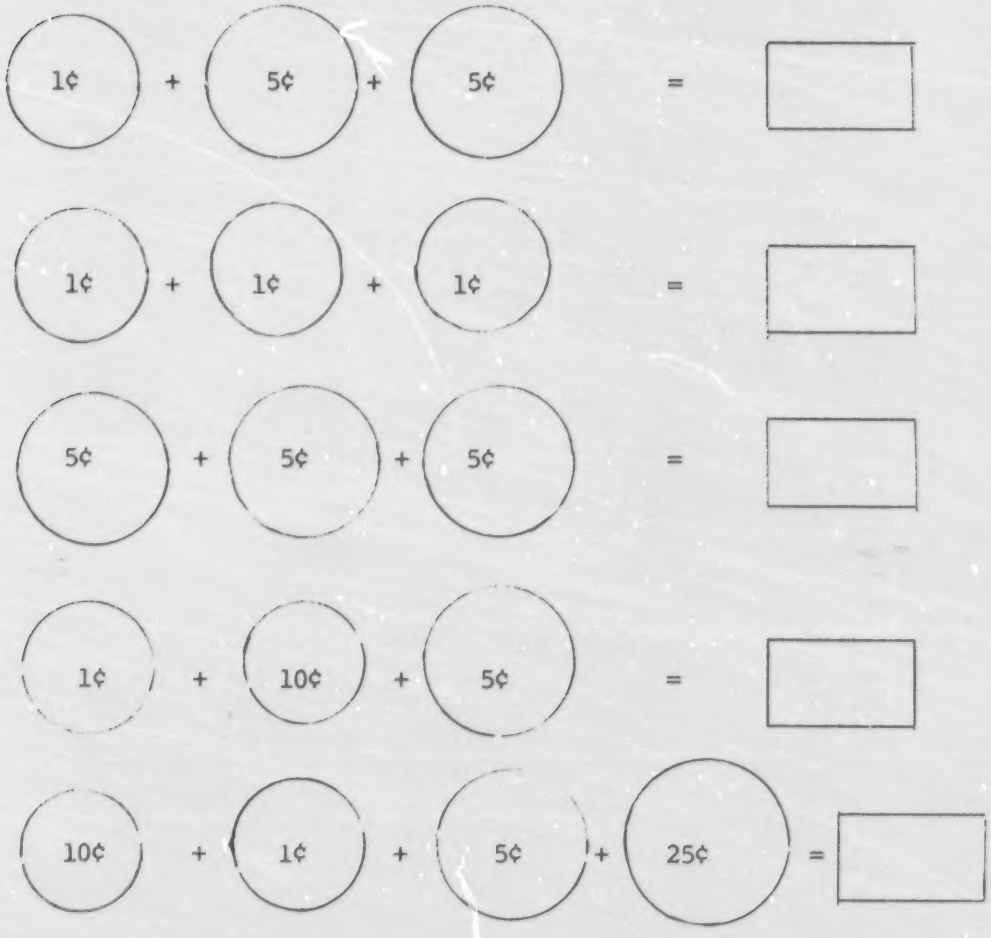
Nickel

Dime

Penny

PRE-TEST - POST-TEST Page 2

2. Add the coins together and put correct amount in the square.



3. How much is a quarter worth? _____

4. How much is a half-dollar worth? _____

5. Make an X on the five dollar bill.

1	1
1	1

5	5
5	5

10	10
10	10

PRE-TEST - POST-TEST Page 3

6. Draw the number of coins to make 23¢.

7. Place an X on the line if the statement is true.

a. _____ Money is to be eaten.

b. _____ Money will buy something you want.

c. _____ You can save money.

d. _____ You can count money.

e. _____ Money is to be worn.

8. You have 25¢. You want a candy bar that costs 15¢. How much money will you have left after you buy the candy? _____.

9. You need 75¢ for a pack of cigarettes. Draw the coins that will make 75¢.

10. You have 50¢. The drink you want costs 35¢. How much money will you have left after you buy the drink? _____.

MONEY
LESSON PLAN II

SHORT TERM GOAL: To identify the penny and nickel.

OBJECTIVE: Through lecture, discussion, and demonstration, the teacher will show the differences between a nickel and a penny. The student will observe and learn that the appearance and value of a penny and nickel are different. The student's knowledge of the differences and characteristics will be measured by their responses to a worksheet with 80% accurracy.

MATERIALS NEEDED:
1. Large Coin Pictures
2. Coin chart
3. Chalkboard
4. Chalk
5. Real Penny
6. Real Nickel
7. Worksheet

TEACHING PROCEDURE:
1. Teacher will identify and name a penny, tell about its color, shape, and value of one cent.

2. Teacher will call students' attention to the picture of Lincoln, his face to the right. Teacher will turn coin over and inform students that its value is listed on the back, along with a picture of the Lincoln Memorial.

3. A real penny will be given to the students to examine, feel, and ovserve.

4. The nickel will be presented in the same manner. Note that the picture of Thomas Jefferson faces to the right. Its silver color will be noted and its chemical content noted, being made of nickel whereby it gets its name.

5. Teacher will point out that on the back of the coin, its value of 5 cents is written (meaning that it is worth 5 pennies). If one is ever in doubt about a coin's value, he can turn the coin over and its value is written on the back.

6. It can also be noted that Thomas Jefferson's home, Monticello, is also on the back of the coin.

7. A real nickel will be passed around the room for students to feel, examine, and observe.

8. It can be noted that "In God We Trust" and "Liberty" appear on both coins.

9. Teacher will give a practice period by showing coins for class to identify. She can also ask questions about material presented pertaining to each coin.

10. A worksheet will be given to the students. It will be read by the teacher. Responses will be written by the students. Charts, coin sets, and coin pictures are to be used by students needing extra help.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the student. The lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

WORKSHEET

Write P for penny. Write N for nickel.

1. The coin with a copper color is a _____.
2. The coin with a silver color is a _____.
3. The face of Lincoln appears on a _____.
4. Which coin has ONE CENT written on its back? _____.
5. The face of Thomas Jefferson appears on which coin? _____.
6. Which coin is worth 5 cents? _____.
7. Which coin is worth 1 cent? _____.
8. On which coin does the Lincoln Memorial appear? _____.
9. What coin has a picture of Thomas Jefferson's home? _____.
10. Which coin is larger, the nickel or the penny? _____.

MONEY
LESSON PLAN III

SHORT TERM GOAL: To be able to make ammounts of money using combinations of pennies and nickels.

OBJECTIVE: Through activities and games, the students will have an opportunity to combine pennies and nickels, counting the amounts, and naming the correct sums when totaled as measured by teacher observation, student participation in class discussion, and 80% accuracy on the worksheet.

MATERIALS NEEDED:
1. Coin set
2. Chalkboard
3. Chalk
4. Picture Card Game
5. Worksheet

TEACHING PROCEDURE:
1. Teacher will review material presented in Lesson II, ask questions and re-build foundation before proceeding with Lesson III.

2. Teacher will draw pictures of items on chalkboard, the value of which will be 25 cents or less.

3. Through discussion and oral responses the teacher will help the students to determine how many nickels or pennies will be needed to purchase each item. (try to get responses using both nickels and pennies).

4. Correctness of responses will allow the teacher to determine the amount of time needed for further explanation.

5. A worksheet will be given to the students to complete with at least 80% accuracy.

EVALUATION: Evaluation will be based on the outcome of the worksheets.

WORKSHEET

The teacher is to read this sheet to the students. A penny is worth 1 cent. A nickel is worth 5 cents. Draw your answers:

1. If a ball costs 25 cents, how many nickels and pennies will it take to purchase the ball?

2. A deck of cards costs 32 cents. How many nickels and pennies will it take to buy the deck of cards?

3. Chewing gum is on sale, two packs for 21 cents. It will take how many nickels and pennies to buy the gum?

4. Bill wants an apple. It costs 27 cents. Show how many nickels and pennies he must have to get the apple.

5. Ice cream cones cost 27 cents. Draw the pennies and nickels it will cost you to get one.

MONEY
LESSON PLAN IV

SHORT TERM GOAL: To be able to identify and know the value of a dime. To be able to make various amounts with the penny, nickel and dime.

OBJECTIVE: The student will be able to identify a dime and know the value of a dime. The student will be able to make various amounts up to 50¢ with pennies, nickels, and dimes.

MATERIALS NEEDED:
1. Chalkboard, chalk
2. Worksheets, Step by Step Math, Kit B, pp. 1-3
3. Play or real money

TEACHING PROCEDURE:
1. The teacher will review the two coins learned, and their value (penny, nickel).

2. The teacher will introduce the dime by showing and having students describe how it is different from a penny and nickel.

3. Discuss how the dime is worth 10¢, or 10 pennies, or 2 nickels.

4. Practice counting by 1's, 5's, and 10's, by adding pennies, nickels, or dimes, to various amounts written on the board.

5. Complete Step by Step Math Kit b, pp. 1-3.

EVALUATION: The evaluation will be based on the three worksheets. These concepts should be thoroughly mastered before going on to the next lesson.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive. There were no suggestions for improvements.

MONEY
LESSON PLAN V

SHORT TERM GOAL: To identify a quarter and half-dollar, know its value, and make various amounts with the penny, nickel, dime, quarter, and half-dollar.

OBJECTIVE: The student will be able to identify a quarter and know its value. The student will be able to make various amounts up to $1.00 with pennies, nickels, dimes, quarters and half-dollars.

MATERIALS NEEDED:
1. Chalkboard, chalk
2. Worksheets, Step by Step Math, Kit B, P. 4.
3. Play or real money.

TEACHING PROCEDURE:
1. The teacher will review the coins learned and their value.

2. The teacher will introduce the quarter and then the half-dollar by showing the coins and having students describe them and note differences.

3. Discuss the value of the quarter and the half-dollar.

4. Practice counting by 1's, 5's, 10's, 25's, and 50's, by adding pennies, nickels, dimes, quarters, or half-dollars to various amounts written on the board.

5. Complete Step by Step Math, Kit B, p.4.

EVALUATION: The evaluation will be based on student responses and completion of worksheets with 80% accuracy.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the student. The lesson was too long for one class but adequate for others. Activities were provided for student participaiton. The student feedback was positive. The lesson could be improved by dividing groups 2 and 3 into 2,3, and 4. We need one very low group for some students.

MONEY
LESSON PLAN VI

SHORT TERM GOAL: The student will know the value of and make various amounts with the penny, nickel, dime, quarter and half-dollar.

OBJECTIVE: The student will be able to count money up to $1.50.

MATERIALS NEEDED:
1. Worksheets
2. Play or real money

TEACHING PROCEDURE:
1. The teacher will review the coins learned and their values.

2. Have students complete the first worksheet independently.

EVALUATION: The evaluation will be based on student responses and completion of worksheets with 80% accuracy.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive. More time for individual practice would improve the lesson.

MONEY
LESSON PLAN VII

SHORT TERM GOAL: To identify a dollar, know its value, and make various amounts with all coins and the dollar bill.

OBJECTIVE:
1. The student will be able to recognize a dollar and know its value.
2. The student will be able to make various amounts up to $3.00 with pennies, nickels, dimes, quarters, half-dollars and dollars.

MATERIALS NEEDED:
1. Chalk, chalkboard
2. Spice Series, Primary Mathematics
3. Real or play money

TEACHING PROCEDURE:
1. The teacher will review the coins learned and their value.

2. The teacher will introduce the dollar by showing it to the students.

3. Discuss the value of a dollar.

4. Practice adding half-dollars and dollars to various amounts of money on the board.

5. Do the money chart exercise on p. 72 of Spice Series Primary Mathematics, together on board, changing money totals to amounts of $3.00 and under.

EVALUATION: The evaluation will be based on students responses and completion of money chart exercise.

MONEY MANAGEMENT
LESSON PLAN I

SHORT TERM GOAL: Students will learn what a budget is and how to make a budget.

OBJECTIVE: By instruction the teacher will introduce the subject of a budget and explain the following entries:

1. Planned Spending
2. Food
3. Shelter
4. Recreation
5. Clothing
6. Transportation
7. Household Expenses
8. Savings
9. Medical Expenses
10. Furniture

Students will be expected to recognize what a budget is, its' purpose, and begin to think in terms of his own personal budget.

MATERIALS NEEDED:

1. Chart of Budget
2. Chalkboard
3. Chalk
4. Using Money Series, Book IV, Earning, Spending, and Saving, pp. 27-39.
5. Gift, Daily Adult Living, pp. 34-40.

TEACHING PROCEDURE:

1. Teacher will display chart and introduce the word, "Budget". Discuss the reason why one needs a budget.

2. Talk about items included in a budget and the reason for their importance.

3. Discuss who needs a budget and why.

4. Read material from Using Money Series, Book IV, pp. 27-28. (Books available for class to read or follow along if the teacher reads).

EVALUATION: There will be no tool used for evaluating this lesson as it serves as an introduction to the unit to be studied.

MONEY MANAGEMENT
LESSON PLAN II

SHORT TERM GOAL: Student will be able to list his personal expenses for the week and then make a budget for himself for the month based on his income.

OBJECTIVE: Students will write the amount of their income on sheets of paper - either monthly, bi-weekly, or weekly. They will list their expenses for the month/week. It will include personal items purchased, expenditures for food, drink, recreation, clothing, etc.

MATERIALS NEEDED:
1. Paper
2. Pencils
3. Chalkboard
4. Chalk
5. Budget Chart

TEACHING PROCEDURE:
1. Teacher will review the word "budget", what it means, and how one would benefit from using a budget.

2. Students will be given a sheet of paper. They are to write the amount of income they receive on it and their expenses.

3. Teacher will write on the chalkboard the word "Canteen". Under the word she will ask for items purchased there. As students respond, she will write the items down. (This will help them in composing their list of expenditures).

4. If any other area exists where they spend money, it should also be noted and what items can be purchased.

5. Students will write their expenditures down and how much money they spend for cigarettes, drinks, etc.

6. Take up the budgets prepared by the students. (They will be needed for Lesson VII).

EVALUATION: The evaluation tool for this lesson will be completion of the assignment. Students should be encouraged to help one another and teacher assistance should be readily available if needed or requested.

MONEY MANAGEMENT
LESSON PLAN III

SHORT TERM GOAL: The student will be given a sample budget divided into food, shelter, clothes, savings and gifts, and misc. He should be able to list what each group includes. (Ex. shelter includes rent, water, telephone, repairs, etc.)

OBJECTIVE: Student should be able to fill in the areas on the sheet. (see attached)

MATERIALS NEEDED:
1. Worksheets (see attached)
2. Pencil
3. Chalkboard
4. Chalk

TEACHING PROCEDURE:
1. Teacher will write food, shelter, clothes, savings and gifts, and misc. on chalkboard.

2. Teacher will ask class questions about each heading and what might be placed there. Responses will vary.

3. When completed, class will be given a sheet where only the headings appear.

4. Students who can do their own work will be expected to do so; but for those needing help, they can copy from the chalkboard.

EVALUATION: A worksheet with the headings and responses will be distributed. Students will draw a line to the correct statement. For those unable to read the teacher/aide will have to read the material and help the students. Then they may draw a line to the correct response. All students should be able to achieve at least 80 percent accuracy.

MONEY MANAGEMENT
LESSON PLAN III

NAME _____ DATE _____

EVALUATION SHEET

FOOD	Bus fare, movies, watch repaired
SHELTER	Birthday Cards, presents, or money put in the bank
CLOTHES	Rent or House Payment
SAVINGS & GIFTS	Money spent for things to eat
MISC.	Shirts, pants, dresses, shoes

Draw a line to the correct answer.

FOOD

SHELTER

CLOTHES

SAVINGS & GIFTS

MISC.

MONEY MANAGEMENT
LESSON PLAN IV

SHORT TERM GOAL: The student will learn to compare prices before he buys.

OBJECTIVE: The student will be able to select the better buy through a comparison of prices, and compute the savings.

MATERIALS NEEDED:
1. Worksheets
2. Pencils

TEACHING PROCEDURE:
1. Review the last lesson.

2. Define comparison shopping: Looking at the price of an item at more than one store in order to get the best price without sacrificing quality.

3. Ask students if they have ever comparison shopped. Have them give examples.

4. Talk about the advantages of sales.

5. Do p. 25 in Buying Power (Book III) out loud together.

6. Have student complete worksheets on comparing prices.

EVALUATION: The evaluation will be based on student responses and completion of worksheet with 80% accuracy.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students except for certian patients who moved to the group below. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson would have been better if more of the students has participated in the preview lessons.

MONEY MANAGEMENT
LESSON PLAN V

SHORT TERM GOAL: The students will learn what credit buying means and how to use credit to his best advantage.

OBJECTIVE: By teacher instruction the students will learn that it is best to purchase only what one can afford, but that it is all right to use credit when necessary if he understands that he must pay for the use of the money as well as repay all the money he borrows. HE MUST BE ABLE TO REPAY THE MONEY or he will not be able to get credit.

MATERIALS NEEDED:
1. Chalkboard
2. Chalk
3. Using Money Series, Book IV, Earning, Spending, & Saving, pp. 53-57.
4. Credit Application (Used as a teaching tool)
5. Credit Card

TEACHING PROCEDURE:
1. Teacher will define the term "Credit".
2. Credit will be discussed in terms of a loan.
3. Types of loans or credit will be listed.
4. Qualifications for credit will be reviewed. Applications for credit can be distributed and items necessary for filling out will be explained:
    a. Job
    b. Money budgeted for payments
    c. References
    d. Co-signer (Usually first credit is obtained this way)

5. Read to class pages 53 to 57 in Earning, Spending & Savings.

6. Discuss material read.

EVALUATION: Questions concerning the topic covered will be asked by the teacher. Responses by the students will determine whether or not the objective was reached.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was neither positive or negative. Better organization would have improved the unit.

SHORT TERM GOAL: To learn how to buy food.

OBJECTIVE:
1. The student will be able to state ways to save money when food shopping.
2. The student will increase his knowledge about food stamps.
3. The student will be able to define words used in buying food.

MATERIALS NEEDED:
1. The Money Series, "How to Buy Food".
2. Opaque projector

TEACHING PROCEDURE:
1. Have students take turns reading aloud in the pamphlet "How to Buy Food".

2. Do activities on pp. 7, 18, 24, 27, and 39 as a group.

3. Ask students questions orally on ways to save money when food shopping (coupons, sales, comparing prices, etc.).

4. Ask the students to define the following words:
   a. supermarket
   b. wastefood
   c. stock boy
   d. menu
   e. canned food
   f. frozen food
   g. food specials
   h. food stamps
   i. food coupons

EVALUATION: The evaluation will be based on student responses.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. Each student having a copy of the booklet would aid in keeping the students attention.

MONEY MANAGEMENT
LESSON PLAN VI

SHORT TERM GOAL: The student will determine what he knows about using credit and will be able to define words relating to credit. Ex.

1. Loan Contract
2. Finance charge
3. Closed-end loan
4. Open-end loan
5. Revolving Charge Account
6. Rebate

OBJECTIVE: By instruction the teacher will define the above types of credit and explain each, when to use, and which is best used in purchasing particular items. (Ex. Revolving Charge Account for a Dept. Store)

MATERIALS NEEDED:

1. Contracts secured from a bank, department store, finance company, and a real estate broker - an example of each of the above loan.
2. Chalkboard
3. Chalk
4. Magazine pictures for activity

TEACHING PROCEDURE:

1. Teacher will explain each of the above terms in detail, how they work, and when it is best to use them.

2. Teacher will write each word on board and ask members of class what they know about loans.

3. Students will write the terms on a sheet of paper and find an item to paste beside it to show which type of loan is best used to purchase the item. (Ex. Automobile - closed-end loan).

EVALUATION: Check for pictures which illustrate open-end loans, closed-end loans, Revolving Charge Accounts, and an example of a Rebate. Students should achieve at least 80 percent accuracy.

COMMENTS:

The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. Feedback from the students was positive. There are no suggestions for improving the lesson.

MONEY MANAGEMENT
LESSON PLAN VII

SHORT TERM GOALS: To learn how to buy clothes.

OBJECTIVES:
1. The student will be able to state ways to save money when clothes shopping.
2. The student will be able to describe different places where clothes can be bought.
3. The student will become familiar with ways to take care of clothes.

MATERIALS NEEDED:
1. The Money Series, "How to Buy Clothes"
2. Opaque projector

TEACHING PROCEDURE:
1. Have the students take turns reading aloud in the pamphlet "How to Buy Clothes".

2. Do activities on pp. 11, 25, and 44 as a group.

3. Ask students questions orally on ways to save money when clothes shopping (sales, discount stores, etc.).

4. Ask the students to name different places to buy clothes (dept. stores, small stores, discount stores, garage sales).

5. Discuss ways to take care of clothes (cleaning, reading labels, mending).

EVALUATION: The evaluation will be based on student responses.

MONEY MANAGEMENT
LESSON PLAN VIII

SHORT TERM GOAL: To learn about banking services.

OBJECTIVES:
1. The student will be familiar with checking accounts and writing checks.
2. The student will be familiar with saving accounts.
3. The student will be familiar with borrowing money.

MATERIALS NEEDED:
1. The Money Series, "Banking"
2. Opaque projector

TEACHING PROCEDURE:
1. Have the students take turns reading orally in the book "Banking".

2. Do activities on pp. 5, 15, 20, 23 as a group.

3. Ask students questions orally on savings accounts, checking accounts, and borrowing money. Have students define the following words:
   a. bank
   b. checking account
   c. endorse
   d. deposit slip
   e. teller
   f. overdrawn
   g. balance
   h. saving account
   i. interest
   j. loan
   k. safety deposit box
   l. travelers checks

EVALUATION: The evaluation will be based on the response of the students.

COMMENTS:
The students showed adequate attention and interest in the lesson. The lesson should have been geared towards a lower level of students. The lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive. The lesson could be improved by showing samples of materials discussed.

RESOURCES

1. Gift: Daily Adult Living, Alabama State Department of Education, Montgomery, Alabama, Printed by University of Alabama, 1974.

2. Husak, G., Pahre, P., and Stewart, Jane. The Money Series, Hopewell Books, Inc. Sewickly, Pennsylvania, 1978.

3. Wool, John D. Using Money Series, Frank E. Richards Publisher: Phoenix, New York, 1968.

IV. TRANSPORTATION AND SAFETY

TRANSPORTATION AND SAFETY
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn how transportation systems are important in their lives.

MATERIALS NEEDED:
1. Posters showing types of transportation on land, on water, in air.
2. Chalkboard, chalk

TEACHING PORCEDURE:
1. The teacher will introduce the word "transportation". Have the students give their definition of transportation.

2. The teacher will write the definition on the chalkboard as follows:

"Transportation - an act or process of transporting persons or goods from one place to another".

3. The teacher will begin a discussion by saying that transportation takes us where we want to go, and brings us nearly everything we eat, wear, and use in our daily lives.

4. The teacher will discuss aids to transportation:

1. radio
2. map
3. compass
4. telephone
5. radar
6. canal
7. aircraft
8. airport
9. bridge
10. harbor
11. Coast Guard

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. Most of the feedback from the students was positive. There are no recommendations for improving the lesson.

TRANSPORTATION AND SAFETY
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn how the government provides for transportation.

MATERIALS NEEDED:
1. Poster on traffic signs
2. Chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will begin the lesson by reviewing the previous lesson.

2. The teacher will introduce the lesson "Government and Transportation". Begin a discussion on the Department of Transportation which was established by Congress in 1966. This department is in charge of 30 agencies and bureaus dealing with transportation. The discussion will deal with four levels of government and the role each plays in aiding transportation. These are the four levels of government that will be discussed:

A. National Government - The U.S. Government deepens and improves harbors on seacoasts, builds locks and dams. It regulates who may enter the business of transporting people, goods, and insures fair rates. It builds and operates radio communication centers for the National Air-traffic Control System. Other duties include paying for airlines to carry mail.

B. State Government - Discuss how the Highway Department builds and maintains highways and country roads in the U.S. and Canada. They have commissions which regulate railroads, trucks, and bus traffic. These commissions must approve all railroad fare increases for travel within a state. They also decide which bus lines can operate between certain cities. The state also provides for licensing of all vehicles and transportation services.

C. Local (City) Government: Ask the students if they know what transportation services their cities provide. After students respond, the teacher will begin a discussion by telling the students that many small cities operate Transit Systems (bus lines) and cab service. Many cabs are privately owned. The police department of cities and towns enforce traffic laws on roads and streets and give aid in accidents. The city government also helps to make transportation safe by installing stoplights, street signs, and directional signs.

D. International Government - has to do with the safety rules of ships, navigational practices and responsibilities in case of accidents. It also deals with standard international landing, take off, flight and communication procedures.

COMMENTS:

The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was appropriate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

TRANSPORTATION AND SAFETY
LESSON PLAN III

SHORT TERM GOAL: Through lecture, discussion, and demonstration, the students will learn what type of local transportation is available to them.

MATERIALS NEEDED:
1. posters
2. chalkboard, chalk
3. Practice In Survial Reading Book 2, pp 20-21
4. worksheet (see attached)

TEACHING PROCEDURE:
1. The teacher will introduce the lesson and ask the students if they can explain what "local" means. After defining the word "local", the teacher will begin discussing the kinds of transportation in Tuscaloosa:

A. Tuscaloosa Transit Authority

B. Taxi cabs
   1. Deluxe Radio Cab Service
   2. Druid Cab Service
   3. Radio Cab Service
   4. Airport Limousine Service

C. Focus on Senior Citizens

D. City Ambulance Paramedics

E. Church Bus Service

2. The teacher will have the students discuss the kind of transportation in their home towns. Then the teacher and students will compare the transportation services.

3. The students will do the activity sheet (see attached).

*TUSCALOOSA TRANSIT
COMPANY, INC.

BUS STOP		For route schedule and information call 758-3072
3	Snow Hinton Park	
7	University Mall	
8	Lurleen Wallace St.	
10	Skyland Blvd.	

board northbound Transit buses on other side of 3rd Ave. 7AM to Noon Mon. thru Fri.

		northbound Transit routes via freeway
5	200 University Blvd.	
7	10t St.	via University Blvd.
7	15th St.	via University Blvd.
7	20th St.	via University Blvd.
8	Lurleen Wallace St.	via University Blvd.
22	Greensboro Ave.	via University Blvd.
41	Transit	to NE 20th St. and Park-Ride lot

BUS STOP WORKSHEET

1. Which bus goes to 20th Street? _____
2. What is the number of the Transit bus? _____
3. Where does bus 10 go? _____
4. If you wanted to go to Greensboro Ave., which bus would you take? _____
5. Do these buses run from city to city, or within a city?

   _____
6. Which bus line has a parking lot where you can leave your car?

   _____
7. What number would you call to get information about buses?

   _____
8. Write the word on the sign which means to get on.

   _____
9. Where do you board the northbound Transit bus?

   _____

What do you think?

10. If you did not read the bus sign correctly, what could happen?

    _____

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

TRANSPORTATION AND SAFETY
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn how to obtain transportation.

MATERIALS NEEDED:
1. Practice in Survival Reading - Book 7, Let's Look It Up by Patrica Kelly Waelder.
2. telephone, telephone book
3. play money
4. posters

TEACHING PROCEDURE:
1. The teacher will introduce the lesson "Methods of Obtaining Transportation".

2. The teacher will begin a discussion on how to get a ride on a bus and taxi to the mall or downtown.

3. The teacher will explain what the students need to know to get a bus:
   A. Which bus runs closest to where the student lives?
   B. What times the bus runs?
   C. What is the bus fare?
   D. Where to call to get information about a bus shcedule?

4. The teacher will ask the students what they need to know to get a taxi. The teacher will explain to the students the importance of speaking clearly on the telephone and giving the correct address.

5. The teacher will present a bus schedule to the students. They will answer questions using the schedule.

6. The teacher will give situations where the student will need to:
   A. Call for information about a bus schedule.
   B. Call a taxi
   C. A person over 60 years of age call "Focus On Senior Citizens" to get a ride down to pay utilities.
   D. A Friend becomes ill at your house and needs to go to the emergency room.
   E. Paying a cab $20.00 after the driver spends 20 minutes driving around trying to find the address that you gave him.

COMMENTS:
The students were attentive and very interested in the lesson. They enjoyed the activities. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

TRANSPORTATION AND SAFETY
LESSON PLAN V

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn about "out-of-town" means of transportation.

MATERIALS NEEDED:
1. chalkboard, chalk
2. telephone, telephone book
3. Practice In Survival Reading-Book 2 Signs Around Town.

TEACHING PROCEDURE:
1. The teacher will begin the lesson by reviewing the previous lesson.

2. The teacher will introduce the lesson "out of town means of transportation." She will ask the students if they have had any experience with traveling out-side of his/her home town?

3. Discussion will be in the same format as used before in the discussion of local transportation.

4. The teacher will explain the importance of knowing information about fare and scheduling information in planning trips.

5. Other information that is important is package express, baggage, pick-up, and delivery. The teacher should explain that this information is important when packing luggage for a trip. There is a limit on the weight of your luggage.

6. The students will do the activity in Signs Around Town, pp. 16-17.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students for the most part. Some students appeared bored. The lesson was adequate for the time allowed. The lesson plan relied on a lot of improvising however. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing more activities for direct student involvement.

TRAFFIC SIGNS
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will be introduced to traffic signs.

MATERIALS NEEDED:
chalkboard, chalk

TEACHING PROCEDURE
1. The teacher will explain to the students that they will be learning about traffic signs. She will ask the students where they see traffic signs and why they see traffic signs.

2. The teacher will ask for examples and write them on the chalkboard. Each example will be discussed regarding exactly where that sign may be seen, the purpose of the sign and what one is expected to do upon seeing that sign.

3. The teacher will explain that the next lesson will deal with the three kinds of traffic signs.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

TRAFFIC SIGNS
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration, and discussion the students will demonstrate his/her knowledge of regulatory, warning and information signs by answering orally the teachers' questions.

MATERIALS NEEDED:
1. Your Driving Handbook, Edited by William C. Berryman, Director, Division of Instructional Services.
2. traffic signs
3. chalkboard, chalk

TEACHING PROCEDURES:
1. The teacher will review lesson one by asking the students what traffic signs are? What is their purpose? Where do we see them?

2. The teacher will introduce the three kinds of signs:
   (1.) regulatory signs
   (2.) warning signs
   (3.) information signs

The teacher will write these on the chalkboard and give the definitions.

3. The teacher will ask the students to give examples of each type of sign.

4. The teacher will explain in more depth that regulatory signs regulate the movement of traffic and they are usually black and white. She should stress that these signs must be obeyed.

5. The teacher will show various signs such as:
   1. Stop
   2. Yield
   3. Do Not Enter
   4. No Left Turns
   5. Keep Right

6. The teacher will discuss the color, shape and exactly what each sign means.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The students did not provide feedback on the lesson. There are no suggestions for improving the lesson.

YIELD
1
DO NOT
ENTER
2
KEEP
RIGHT
3
SLIPPERY
WHEN WET
11
SIGNAL
AHEAD
12
NO
BICYCLES
4
NO U
TURN
5
NO
TRUCKS
6
NO RIGHT
TURN
7
MERGE
13
DIVIDED
HIGHWAY
14
DIVIDED
HIGHWAY
ENDS
15
TWO WAY
TRAFFIC
16
PED
XING
8
BIKE
XING
9
CATTLE
XING
10
12'-6"
LOW
CLEARANCE
17
HILL
18

TRAFFIC SIGNS
LESSON PLAN III

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the student will demonstrate his/her knowledge of regulatory, warning and information signs by answering questions orally.

MATERIALS NEEDED:
1. Your Driving Handbook, Edited by William C. Berryman, Director. Division of Instructional Services.
2. traffic signs
3. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will review by asking the students to give the three kinds of signs and what they mean. She will review the regulatory signs learned in the previous lesson.

2. The teacher will introduce warning signs by showing signs such as:
   1. Slippery When Wet
   2. Curves
   3. Hill
   4. Low Clearance
   5. Ped X-ing

3. The teacher will explain that warning signs warn people of a potentially dangerous situation.

4. The teacher will introduce information or guide signs. She will explain that these signs give information.

5. The teacher will show examples of information signs:
   1. Hospital
   2. Routes
   3. Parks

COMMENTS:
Some of the students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. There was no feedback from the students about the lesson. There are no suggestions for improving the lesson.

TRAFFIC SIGNS
LESSON PLAN IV

SHORT TERM GOAL: The students will demonstrate their knowledge of signs by answering written questions with 80% accuracy.

MATERIALS NEEDED:
1. Your Driving Handbook, Edited by William C. Berryman, Director. Division of Instructional Services.
2. traffic signs
3. Practice In Survival Reading - Book 2; Signs Around Town, by Calvin Greatsinger. pp. 38-39.
4. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will review the three lessons previously taught on the importance of signs and the three kinds of signs (see lessons I,II, & III).

2. The students will answer questions on Traffic Signs. (see attached).

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

TRAFFIC SIGNS WORKSHEET

(When a question asks "Which sign?" answer with the number.)

1. Which sign tells you that you cannot make a U-turn? _____

2. If it is raining, which sign would be very important to read?

   _____

3. You are coming to a stretch of highway that has a raised center strip to separate traffic moving in opposite directions. Which sign tells you this?

   _____

4. Which sign warns you to look out for pedestrians crossing the street?

   _____

5. Circle the sign which means that two roadways are coming together?

6. Which sign tells you that there may be farm animals crossing the road?

   _____

7. Which word on a sign tells you that you may need to stop at a corner to let another car go by?

   _____

8. Which sign means that there is a steep downgrade? _____

9. Write the words which tell that traffic will be going in both directions.

   _____

10. If a truck is 13 feet high, which sign would be very important for the driver to read?

    _____

PEDESTRIAN SAFETY
LESSON PLAN I

SHORT TERM GOAL: Through lecture, discussion, and demonstration, the students will identify a pedestrian and demonstrate their knowledge of vocabulary used by answering questions orally.

MATERIALS NEEDED:
1. Safety For Louisiana Schools, Louisiana State Department of Education. pp. 16-17.
2. magazines
3. tacks
4. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will introduce the lesson by asking the students to define "Pedestrian"; what is a pedestrian? She will write the students' responses on the chalkboard and discuss their answers.

2. The teacher will discuss the characteristics of a pedestrian (see attached sheet).

3. The teacher will discuss the vocabulary needed for the study on pedestrian safety (see attached sheet). The teacher will ask the students to define various terms.

4. Students will cut pictures from magazines showing pedestrians. They will use these pictures to make a bulletin board collage.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

INSTRUCTIONAL INFORMATION

Characteristics of a Pedestrian

1. A pedestrian is someone on foot who is walking usually on streets, sidewalks, or roadways.

2. A pedestrian is courteous, being considerate of others, their rights, and needs.

3. A pedestrian shows respect for all signs and signals affecting his safety and that of others.

4. A pedestrian has respect for people who assist pedestrians (such as law enforcement officers or school safety patrol members) and cooperates with them.

5. A pedestrian helps other pedestrians when they need and want help.

6. A pedestrian cooperates with all vehicle operators.

VOCABULARY

CAUTION— (noun) a word or act that warns; (verb) to warn.

COURTESY-- politeness; behavior marked by respect for others.

DANGER— Something that may cause injury or harm.

DECIDE— to make a choice or judgment.

DEFENSIVE WALKING-- the movement or maneuver of a pedestrian who has the attitude or feeling that one is not always sure of what another person or persons may do and is alert to the unexpected.

EXECUTE-- to carry to completion; to perform a task.

IDENTIFY-- to establish the identity or essential character of.

INTERSECTION-- an area where two streets meet and cross.

PEDESTRIAN-- (noun) a walker; (adj.) going on foot.

PREDICT-- to consider possible outcomes.

RESPECT-- (noun) high regard, concern or care; (verb) to consider deserving of high regard or care.

RIGHT-OF-WAY-- the right or privilege of going ahead of someone else.

SAFETY-- freedom from danger.

PEDESTRIAN SAFETY
LESSON PLAN II

SHORT TERM GOAL: The students will demonstrate their knowledge of defensive practices of a pedestrian and the I.P.D.E. process by answering questions orally.

MATERIALS NEEDED:
1. Safety For Louisiana Schools, Louisiana State Department of Education. pp. 17-18.
2. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will review lesson I by asking what a pedestrian is? and by asking them to define the vocabulary words.

2. The teacher will discuss different defensive practices of a pedestrian. (see attached information sheet).

3. The teacher will discuss the I.P.D.E. process, The Identify, Predict, Decide, Execute process (see attached information sheet).

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

Defensive Practices of a Pedestrian

1. A pedestrian uses caution when proceeding to cross streets, to walk on crowded sidewalks, or to play near the street because he does not always know what others around him may do.

2. Even though a pedestrian may have the right of way, he should always check to be sure that others around him have yielded him the right of way.

3. Before executing a maneuver such as crossing the street, the pedestrian should always be sure that he can see and be seen.

4. A pedestrian should not assume that others will always obey signs and signals as they ought to.

5. If you see somebody else in danger, consider what action you could take to assist him.

6. Consider always abrupt changes in the emotional state of oneself or others when one is rushing home in an emergency, concentrating on something that took place during the day, or is preoccupied with other matters, ignoring what he is doing.

7. Be alert to special limitations of others.

THE IDENTIFY, PREDICT, DECIDE, EXECUTE PROCESS (I.P.D.E.)

In an effort to establish a basis for making sound pedestrian decisions, it is essential that a clear-cut procedure be developed. The pedestrian may be overtly conscious of the process at first, but then later the process becomes a pattern in the everyday life-experiences of the individual. This procedure has been labeled the I.P.D.E. process.

Whenever a person is in a situation in which he must act voluntarily making one of several possible moves, there is a process that takes place, either consciously or subconsciously. He first IDENTIFIES the situation, looking at it for what it is in reality. Then he recognizes that there are one or more possible outcomes and therefore PREDICTS what they are. When confronted with several possible outcomes based on his predictions, he must DECIDE upon appropriate action, after which he proceeds with implementing his decision or EXECUTES his maneuver.

PEDESTRIAN SAFETY
LESSON PLAN III

SHORT TERM GOAL: The students will demonstrate their knowledge of I.P.D.E. by answering questions and through role-playing.

MATERIALS NEEDED:
1. Safety For Louisiana Schools, Louisiana State Department of Education. pp. 27+32.
2. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will review the I.P.D.E. Process from lesson II.

2. The students will give a condition, such as bad weather, then list appropriate defense actions, (see attached sheet).

3. The students will discuss situations that they have encountered and the actions that they took and/or should have taken.

4. The class will then do the activity, using the I.P.D.E Process (see attached sheet).

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. There was no feedback from the students about this lesson. There are no suggestions for improving the lesson.

LEARNING ACTIVITY FOR APPROPRIATE DEFENSIVE ACTION A PEDESTRIAN SHOULD TAKE

Students discuss in small groups why it is good to develop an awareness of appropriate defensive action a pedestrian should take. They analyze conditions such as bad weather or congested areas that would affect pedestrians. Then they list in chart form the conditions and appropriate defensive action in order to avoid a conflict. (Materials: paper and pen)

CONDITION	APPROPRIATE DEFENSIVE ACTION

LEARNING ACTIVITIES USING I.P.D.E. PROCESS

1. Using transparencies relating to the I.P.D.E. process, the students make lists of each step in the process and prepare simple definitions of each. Refer to vocabulary and the I.P.D.E. process in content.

2. Given specific situations involving a pedestrian, the student identifies each situation and predicts possible choices he can make:

   a. Going to school, there is a sidewalk only on one side of the street.
   b. There is a car backing out of a driveway near you as you walk down the sidewalk.
   c. While playing with your ball, you bounce it into the street.

The students also decide what the last two steps would be in each situation; decide on safe action; then execute it.

PEDESTRIAN SAFETY
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will identify the traffic signals, signs, and lane markings and determine their meanings.

MATERIALS NEEDED:
1. Safety For Louisiana Schools, Louisiana State Department of Education. pp. 88-89
2. signs
3. chalkboard, chalk

TEACHING PROCEDURE:
1. The students will be reminded of the previous lessons on traffic signs. The teacher will ask them which signs are particularly important for pedestrians. These will be listed on the chalkboard. The teacher will add others if necessary (Stop light, Ped X-ing)

2. The teacher and students will discuss the necessary actions regarding each sign.

3. The teacher will review the vocabulary (see attached sheet).

4. The students will discuss the different locations that these signs can be found, such as Ped X-ing, School, Hospital, Church, etc.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. There was no feedback from the students about the lesson. There are no suggestions for improving the lesson.

VOCABULARY AND INFORMATION SHEET ON TRAFFIC SIGNS

VOCABULARY

BARRICADE---a sign or object warning of road construction or dangers ahead.

BLINKING LIGHTS---lights which caution one of a danger.

CROSSWALK---protected and/or restricted area for pedestrians to cross streets or roads.

HAZARD---anything dangerous or capable of causing injury.

JAY-WALKING---to cross a street carelessly or in a dangerous or illegal direction so as to be endangered by traffic; not crossing at an intersection or crosswalk.

PROHIBITED---not allowed.

SPEED LIMIT---the maximum speed at which a car may legally travel.

STOP---to discontinue movement, a temporary halt of movement.

TRAFFIC---movement of vehicles and/or people (pedestrians)

U-TURN---a 180-degree turning movement of vehicles.

Standard Colors of Signs

Research indicates that color is one of the most important factors in sign recognition. In a complex traffic environment, an individual should be able to anticipate the meaning of a particular sign subconsciously and prepare to react accordingly. Basic understanding of signs is as essential to the pedestrian as it is to the motorist and should become a part of his subconscious knowledge. The following is a list of standard colors used in traffic signs:

RED:	Stop or prohibition
GREEN:	Movement permitted or direction guidance
BLUE:	Motorist service guidance
YELLOW:	General warning
BLACK and WHITE:	Regulation
ORANGE:	Construction and maintenance warning
BROWN:	Public recreation and scenic guidance

Standard Shapes and Symbols

Symbols are common in the traffic signs of most nations. The roads, streets, and highways of Europe and Asia utilize symbol signs for greater safety and facilitation of traffic movement. Since many foreign citizens travel American highways each year, and vice versa, standardized symbols are being implemented in traffic signs.

Basic meaning of standard shapes is listed below:

OCTAGON:	Exclusive for stop signs
HORIZONTAL RECTANGLE:	Generally for guide signs
EQUILATERAL TRIANGLE:	Exclusively for yield signs
PENNANT:	Advance warning of no passing signs
DIAMOND:	Exclusively to warn of existing or possible hazards on roadways or adjacent areas
VERTICAL RECTANGLE:	Generally for regulatory signs
PENTAGON:	School advance and school crossing signs
ROUND:	Railroad advance warning signs

PEDESTRIAN SAFETY
LESSON PLAN V

SHORT TERM GOAL: The students will demonstrate their knowledge of signs and pedestrian safety by following oral and written directions to a specified location.

MATERIALS NEEDED:
1. directions (written and oral)
2. Juice and snack

TEACHING PROCEDURE:
1. The teacher will explain that the students will go on a walk today. The students will be divided into groups (each group accompanied by a teacher).

2. Each group will be given directions to a specific place on the hospital campus where they will receive juice and snack.

3. The teacher with each group will help in reading the directions as needed. She will also prevent the group from straying off their course.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no suggestions for improving the lesson.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn the concept of a natural disaster and what precautions he/she might need to take if one occurs.

MATERIALS NEEDED:
1. Challenge of Survival, State Department of Education. Chapter 1, pp. 1-44.
2. chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will ask the students what a natural disaster is? She will list some of these on the chalkboard.

2. The teacher will read about some past disasters from Challenge of Survival, Chapter 1, pp. 1-44.

3. The teacher will briefly define the following disasters and discuss what to do in each situation:
   a. Tornado
   b. Hurricane
   c. Flooding
   d. Earthquake
   e. Volcano
   f. Thunderstorm/Lightning
   g. Winter Storm

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback form the students was positive. There are no recommendations for improving the lesson.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn what a hurricane is and precautions to take in case of one.

MATERIALS NEEDED:
1. Challenge of Survival, Alabama State Department of Education. pp. 2-10.
2. Film: A Lady Called Camille.

TEACHING PROCEDURE:
1. The teacher will ask the students to describe a hurricane. She will read about hurricanes from Challenge of Survival, pp. 2-9.

2. The teacher will go over the precautionary rules for hurricanes from Challenge of Survival, pp. 9-10.

3. The students will view the film A Lady Called Camille.

4. The students will discuss the film.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by allowing the students to have more of a hands-on experience with the warning, so that they could actually go through the motions of going to a shelter and taking the items they discussed.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN III

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn what a tornado is and what precautions he/she may need to take during a tornado.

MATERIALS NEEDED:
1. Challenge of Survival, Alabama State Department of Education. pp. 10-13 and pp. 16-17.
2. Emergency Weather Alert Plan Manual, Bryce Hospital

TEACHING PROCEDURE:
1. The teacher will ask the student what a tornado is.

2. The teacher will read to the students from Challenge of Survival, pp. 10-13, about tornadoes and what causes them.

3. The teacher will distinguish between a tornado warning and a tornado watch.

4. The teacher will go over the safety plan that is to be followed in case of a tornado. The teacher will do this by going over the Emergency Weather Alert Plan.

5. The teacher will read to the students from Challenge of Survival, pp. 16-17. She will stress the importance of listening to a radio for weather reports.

COMMENTS:
The students expressed a great deal of interest in the lesson. The lesson was geared to the appropriate level for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. No recommendations for improving the lesson.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN IV

SHORT TERM GOAL: Through demonstration and discussion, the students will become aware of the destructiveness of tornadoes.

MATERIALS NEEDED:
1. Films: Tornado
Twister

TEACHING PROCEDURES:
1. The students will view the films.

2. The teacher will lead the class in a discussion of the information covered in the films.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for students participation. The feedback from the students was positive. The lesson could be improved by providing information on tornadoes prior to showing the film and having questions to ask the students to increase discussion.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN V

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will become knowledgeable about a nuclear disaster.

MATERIALS NEEDED:
1. Challenge of Survival, Alabama State Department of Education.
2. Film: In Time of Emergency

TEACHING PROCEDURE:
1. The teacher will ask the students to define a nuclear disaster.

2. The teacher will briefly discuss the subject of nuclear disaster in order to make the students aware of the possibility of a nuclear war.

3. The students will view the film In Time of Emergency. Discussion will take place after the film.

COMMENTS:
The students were attentive and showed interest in the lesson. Some of the discussion questions were geared too high for many of the students. For some of the classes, the lesson was too short and there was not enough discussion. There were no other activities provided for the students other than the discussion. The feedback from the students was positive. The lesson could be improved by giving more background information prior to showing the film. The teacher should go into more detail on what one can do to prepare himself for a nuclear disaster. The lesson should be geared to a lower level.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN VI

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn what to do and where to go in case of a fire.

MATERIALS NEEDED:
1. Fire Plan Manual, Bryce Hospital
2. Film: Prognosis Fire

TEACHING PROCEDURE:
1. The teacher will review the information covered in the Bryce Hospital Fire Plan Manual. She will tell the students what to do in case of a fire emergency.

2. The students will view the film, Prognosis Fire.

3. The students will discuss the film.

COMMENTS:
The students were interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson can be improved by going into more detail on fire safety measures.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN VII

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the teacher will review the fire plan and familiarize the students with the fire alarm, the fire map, the fire extinguishers, the fire lights, and the fire exits.

MATERIALS NEEDED:
1. Fire Plan Manual, Bryce Hospital
2. Video Recording Equipment

TEACHING PROCEDURE:
1. The students will review the fire plan outlined in the Fire Plan Manual.

2. Each class will elect a fire marshall.

3. The students will discuss the fire alarm, fire map, fire exits, fire extinguishers and fire lights.

4. The students will role-play various incidents:
   A. A student fails to put his cigarette out in the ashtray.
   B. A student throws his cigarette in the ashtray and it catches on fire.
   C. The popcorn popper shorts out and catches on fire.
   D. By some accident, there is a fire in the building. A student catches on fire.
   E. The building is on fire. Eash fire marshall is to take charge in getting the people to safety and calling the fire department. The teacher should stress the "short time factor".

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. For some of the classes, the lesson was too short for the time allowed. There were activities provided for student participation. There was very little feedback from the students. The lesson can be improved by providing questions for more discussion.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN VIII

SHORT TERM GOAL: Through lecture and discussion, the students will be made aware of the purpose of the civil defense and how they can be of assistance.

MATERIALS NEEDED:
1. Speaker from the Civil Defense.

TEACHING PROCEDURE:
1. A speaker from the Civil Defense will present a session on civil defense and its purpose.

2. The students may ask questions.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing more visual stimuli.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN IX

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn what they can do in a medical emergency and who to contact.

MATERIALS NEEDED:
1. Chalkboard, chalk

TEACHING PROCEDURE:
1. The teacher will go over the procedures a person may follow in a medical alert:
   A. What to do if you hear a siren?
   B. Who to call for help?
      1. The importance of the 911 number.
      2. Information to give when placing an emergency call: name, address, a brief description of what is wrong. Do not hang up until you are sure they have all the information. They may tell you when to hang up.
      3. Stess the importance of not gathering near an accident.
      4. Stess the importance on not moving a person unless you are positive they have no back injuries.
      5. If you do not know your location, watch for landmarks or mile markers.
      6. Stess the importance of staying calm.

COMMENTS:
Some of the students showed interest in the lesson, but the majority of the students were unattentive. The lesson was geared to the appropriate level of the students. The lesson was too short for the amount of time allowed. Activities were provided for student participation, but the students did not participate. There was very little feedback from the students. There are no recommendations for improving the lesson.

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN X

SHORT TERM GOAL: By means of a post-test, the student will demonstrate his/her knowledge and understanding of emergency alerts by achieving at least 80% accuracy on the written test.

MATERIALS NEEDED:

1. Posttest on emergency alert (see attached sheet).

TEACHING PROCEDURE:

1. The teacher will review with the students the following topics:
   A. What is a tornado? What should a person do if a tornado occurs?
   B. What is a hurricane? What should a person do if a hurricane occurs?
   C. What should a person do in case of a fire?
   D. What should a person in in a medical alert?

2. The students will take a posttest on emergency alerts.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson can be improved by combining lessons X and XI.

EMERGENCY ALERTS POSTTEST

1. A tornado warning means _____.

   a. it's going to rain.
   b. a tornado has been sighted.
   c. it's going to snow

2. Where should you go during a tornado?

   a. to the safest place in the building
   b. go outside
   c. upstairs

3. Who would you call in case of a fire?

   a. 911
   b. operator
   c. your mother

4. Would you try to put the blaze out if you can?

   a. yes b. no

5. Is it okay to throw a lit cigarette in the garbage?

   a. yes b. no

6. When there is a fire alarm, it is alright to take your time getting to safety.

   a. true b. false

7. A tornado watch means a tornado has been sighted.

   a. true b. false

8. The emergency number to call is _____.

   a. 911 b. 205 c. 301

9. It is alright to move a person who has been injured.

   a. true b. false

10. When you hear a siren, you should not pay any attention to it.

    a. true b. false

EMERGENCY SITUATIONS & PROCEDURES
LESSON PLAN XI

SHORT TERM GOAL: Through demonstration and discussion, the teacher will evaluate the students knowledge of what to do in a simulated fire drill.

MATERIALS NEEDED:
1. Bryce Hospital Security

TEACHING PROCEDURE:
1. A security officer will come to the school and give a simulated fire drill. The students should know what to do and where they are to go.

2. The class will discuss the fire drill afterwards and consider what was not done correctly.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson can be improved by combining lessons X and XI.

HAZARDS AROUND HOME
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the teacher will present to the students some of the more common home hazards and methods of prevention.

MATERIALS NEEDED:
1. Flow chart
2. Paper, pencil
3. Variety of pamphlets

TEACHING PROCEDURE:
1. The teacher will discuss with the students that there are many hazards around a home that we need to be aware of.

2. Students will orally list some of the home hazards they can think of. The teacher will list these on the chalkboard.

3. After discussing various hazards, students will list some general rules to remember for the prevention of these hazards. The list will be written on a flow chart for future review.

4. The class will divide into 2-3 groups (depending on the size of the class). Each group will be assigned a different room of the house. They will be instructed to develop a safety check list for that particular room. The rooms to be used include: nursery, bedroom, living room, kitchen, bathroom, basement, and garage.

5. The class will combine ideas and develop a master checklist.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. For those classes that are usually more responsive, the lesson was too long. The responsive classes did not have enough time to complete the lesson's activities. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing a list of possible home hazards for the students to review. Then have the students make changes in the list or make additions.

HAZARDS AROUND HOME
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the teacher will present information to the student on electrical hazards and safety rules to remember to prevent electrical accidents.

MATERIALS NEEDED:
1. What Everone Should Know About Electrical Safety. Alabama Aids, A Community Service of Alabama Power.
2. Various types of plugs and cords.
3. Worksheet (see attached)

TEACHING PROCEDURE:
1. The teacher will review with the class briefly the different types of home hazards. Point out that one of the major causes of home accidents is electrical hazards.

2. As an introduction to electrical safety, students will complete a true-false worksheet independently. They will compare answers as a group.

3. Have students read orally and discuss pp. 2-12 in What Everyone Should Know About Electrical Safety.

4. The students will examine various types of cords and plugs and they will be asked to tell what each is used for.

5. The teacher will point out to the students that electric curlers and irons are often sources of electrical accidents. Have the students tell what some of these are and how they can be prevented.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of worksheets. The feedback from the students was positive. There are no recommendations for improving the lesson.

WORKSHEET

CIRCLE TRUE OR FALSE

1. The number one cause of electrical shock is lack of knowledge and lack of skill.

   TRUE FALSE

2. If lights dim when an appliance goes on, it is a sign that your house is wired properly.

   TRUE FALSE

3. Appliances should be approved by Underwriters Laboratories (UL) or other authorized laboratories.

   TRUE FALSE

4. If your T.V. picture shrinks, you may have faulty wiring.

   TRUE FALSE

5. It is okay to use an electric razor while taking a bath.

   TRUE FALSE

6. Always disconnect appliances before cleaning them.

   TRUE FALSE

7. Don't bother reading manufacturers instructions before operating a machine. They are not important anyway.

   TRUE FALSE

8. Never stand on a wet floor when operating an appliance.

   TRUE FALSE

9. Its okay to leave your Christmas lights on while you run to the grocery store.

   TRUE FALSE

10. Always unplug your iron when you are not using it.

    TRUE FALSE.

HAZARDS AROUND HOME
LESSON PLAN III

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the teacher will present information on the hazards of natural gas.

MATERIALS NEEDED:
1. What Everyone Should Know About Natural Gas Safety. Alagasco Publications.
2. Opaque Projector
3. Worksheet (see attached)

TEACHING PROCEDURE:
1. The teacher will review briefly electrical hazards and point out that electrical and gas hazards are often similar. We use both gas and electricity to heat and cook with.

2. Using the opaque projector, the students will read and discuss pp. 2-11 of What Everyone Should Know About Natural Gas Safety. The teacher will be sure and clarify these terms: combustible, flues, manufacturer installation, evacuate.

3. As a review, the students will complete a multiple-choice worksheet.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. The feedback from the students was positive. Activities were provided for student participation through group discussion and worksheets. There are no recommendations for improving the lesson.

WORKSHEET

CIRCLE THE CORRECT ANSWER

1. You should _____ for operation and care of equipment.

   a. consult a dictionary
   b. follow the manufacturers instructions
   c. turn on all the buttons on the machine

2. Keep _____ away from any open flame.

   a. water
   b. food
   c. combustibles

3. Soda and salt will put out a _____.

   a. grease fire
   b. garbage fire
   c. candle

4. Keep stoves or burning surfaces _____.

   a. clean
   b. wet
   c. greasy

5. If lighting is required, light the match _____.

   a. before you turn on the gas
   b. after you turn on the gas
   c. simultaneously

6. Repair and installation of a gas water heater is _____.

   a. expensive
   b. a job for experts
   c. something anyone can do

7. Have effective _____ installed for all automatically controlled appliances in closed locations.

   a. vents
   b. windows
   c. flues

WORKSHEET (continued)

8. If the flame goes out _____.

   a. shut all doors and windows.
   b. the gas should be turned up
   c. open the windows
   d. the gas should be turned off

9. In case of a gas leak _____.

   a. shut all doors and windows
   b. open doors and windows
   c. strike a match

10. If odor is extremely strong _____.

   a. spray Lysol
   b. evacuate the building
   c. hold your breath

HAZARDS AROUND HOME
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn about fire and water hazards, their causes, and precautions to be taken.

MATERIALS NEEDED:
1. Its Your Home, Its Safety Depends On You. Alagasco Publications.
2. Your Growing Body. Steck-Vaughn Company, 1975. p. 82.

TEACHING PROCEDURE:
1. A speaker from the Tuscaloosa Fire Department will come and talk with the students about fire safety in the home and in the community. He will discuss some of the causes of fire accidents, and some prevention methods to take, and emergency procedures in case of a fire.

2. After the presentation, the teacher will lead the class in a brief review of fire safety.

3. The class will then develop a list of water hazards in the home and some materials used to prevent water accidents.

*This lesson is expected to cover two sessions.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. The students were to participate in group discussion after listening to a speaker. Some of the students participated. The feedback from the students was mostly positive. Some of the students expressed their views of the film stating that the film was sad. There are no recommendations for improving the lesson.

HAZARDS AROUND HOME
LESSON PLAN V

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn about home poisonings, emergency procedures and prevention methods.

MATERIALS NEEDED:
1. She Didn't Know It Was Poison. West Alabama Emergency Medical Services, Inc.
2. First Aid Facts. West Alabama Emergency Medical Services, Inc.
3. Emergency Medical Information. West Alabama General Hospital
4. Chalkboard, chalk
5. Video Recording Equipment
6. Information Sheet (see attached)

TEACHING PROCEDURE:
1. The class will divide into two groups. Each group will be asked to make a list of all the things in a home that are poisonous.

2. Reunited, the class will develop a master list of poisonous hazards in the home and it will be written on the board.

3. The class will then give suggestions of how they can prevent themselves and others from being poisoned.

4. The class will read and discuss an information sheet on some rules to remember when someone is poisoned.

5. The teacher will review from a previous lesson that 911 is the emergency number and briefly review the information that should be given when making an emergency call.

6. Students will role play the following situations:
   A. Your young child swallowed washing detergent. What do you do?
   B. You are spraying your laundry with "Spray N Wash" and you spray it in your eye. What do you do?
   C. You accidently spill rat poison on your arm. What do you do?
   D. There is a grease fire in your kitchen. You inhale a lot of smoke. What do you do?
   E. Your two year old child ate your sleeping pills and is having convulsions. What do you do?

COMMENTS:
The students were attentive and interested in the lesson. The level of the lesson was appropriate and geared to the level of the students. The length of the lesson was adequate for the time allowed. Group activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

POISON
RULES TO REMEMBER

1. Some symptoms of poisoning are throat and stomach pains, mouth burning, vomiting and drowsiness.

2. If the victim swallowed poison, call 911 for emergency help immediately.

3. Try and keep the person calm until medical help arrives.

4. You remain calm. Do not mention anything about what may happen as a result of the poisoning. You do not want the person to go into shock.

5. If it is chemicals in the eye, flush the eye with water for 15 minutes; if burning is still present, call the doctor.

6. Do not give anything by mouth before calling the doctor.

7. If the victim has poison on the skin, remove contaminated clothes and wash area gently with soap and water.

8. If the victim inhaled poison, immediately get the victim to fresh air. Avoid breathing fumes. Open the doors and windows.

HAZARDS AROUND HOME
LESSON PLAN VI

SHORT TERM GOAL: Students will demonstrate their understanding of what to do in various home accident situations through role-playing and will be able to tell what should be contained in a first aid kit.

MATERIALS NEEDED:
1. First Aid Items: cottom balls, gauze bandages, alcohol, anti-bacterial soap, antiseptic spray, bandaids, etc.
2. Video Recording Equipment
3. Props for role playing: blanket, wash cloth, frying pan, telephone, salt and soda.

TEACHING PROCEDURE:
1. Students will discuss what should be in a first aid kit and why it is important to have first aid materials in the home. They will examine the materials provided and tell what they are used for.

2. As a review, students will briefly discuss what to do in the following home accidents and emergencies:
   A. falls
   B. electrical shock
   C. carbon-monoxide poisoning
   D. other poisoning
   E. burns
   F. small fires

3. The students will then role-play the following situations:
   A. Your husband/wife is putting some boxes in the attic and falls off the ladder.
   B. You are cooking fish and you start a grease fire.
   C. Your child is in the bathtub and slips and hits his head.
   D. There is a frayed wire under your rug. Your children come from swimming and your son gets shocked.
   E. You wake to the smell of a strong odor of gas.
   F. You burn your arm on the iron. It starts to blister.
   G. Your child eats a houseplant you know to be poisonous.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. For most of the classes, the length of the lesson was adequate for the time allowed. For others, the lesson was too long. Role playing was provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson. The students really enjoyed doing the role-playing and using the props. They really got involved and did a great job.

HAZARDS AROUND HOSPITAL
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will learn about the two most common hazards around the hospital. They will be able to discriminate between hazardous and non-hazardous situations with 80% accuracy.

MATERIALS NEEDED:
1. Chalkboard, chalk
2. paper, pencil
3. chart book with pictures of hazardous and non-hazardous situations (5 situations).

TEACHING PROCEDURE:
1. Discuss what it means to practice "safety". Have student tell what they think "safety" means. Explain that to practice safety is to be careful not to cause injury to yourself or others.

2. Discuss what happens when people are not careful, such as falls, fires, injuries.

3. Discuss the fact that there are certain things here at the hospital that could be called "hazards".

4. Have the students summarize what has been said so far.

5. Discuss the fact that the two most common hazards at the hospital are falls and smoking in the wrong places.

6. Discuss falls. Have the students tell how they think most falls happen. Have them tell how it may have happened to them. Have the students tell how they think falls can be prevented.

7. Discuss how falls can be prevented (list on the board).
   a. Watch your step.
   b. Use light when possible.
   c. Watch where you are going.
   d. Tie your shoe strings.
   e. Wear your clothes so that they won't get in the way of your feet (example: pants that are too long).
   f. Wear adequate shoes (example: shoes that are slippery on the bottom or heels that are too high to walk in).

8. Discuss smoking in the wrong places. Have students give examples of places that are hazardous to smoke in (list these on the chalkboard). Some examples are smoking around oxygen, around other highly flammable materials, around people who can't breathe cigarette smoke, and smoking in bed. Have the students tell what might happen if they did smoke in these areas. For example, oxygen and other flammable materials may explode. Smoking in bed could cause a fire. Some people get sick from smelling cigarette smoke.

9. Discuss the importance of smoking in the right places.

10. Refer to the chart book. Have the students look at the first picture and observe the situation in it. Have the students point out the hazardous situations. Then have the students point out the non-hazardous situations (the students should choose the correct situation in each area). The students will be given a piece of paper to record their choices.

11. The students will review pictures one through five. The responses will be discussed orally.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. For some of the higher level classes, the lesson was too short. Discussion was provided for student participation. The feedback from the students was positive. The lesson could be improved by providing a written activity for the students.

HAZARDS AROUND HOSPITAL
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration and discussion, the students will become familiar with other hazards around the hospital. Students will be able to choose the best way to improve hazardous conditions as measured by achieving 80% accuracy on a written test.

MATERIALS NEEDED:
1. chalkboard, chalk
2. paper, pencil
3. worksheet-quiz (see attached)
4. pictures of hazardous situations.

TEACHING PROCEDURES:
1. The teacher will briefly review, with the students, the last lesson:
   a. safety
   b. hazards
   c. Name the two most common hazards here at the hospital.

2. Discuss the hazards of steps. Have the students tell how they think steps can be a hazard. Have them name some things that should not be done on steps. Ask them to tell how the hazards of steps can be improved.

3. Discuss how the hazards of steps can be improved. Give the following examples and list them on the chalkboard:
   a. Have ample light in order that you might see where you are going.
   b. Watch your step.
   c. Hold onto the railing.
   d. Take your time.

4. Refer to picture (man running on stairs). Have the students tell what they think may happen. Have the students describe a way to improve hazards on the stairs.

5. Discuss the hazards of fire. Have the students tell how they think a fire is hazardous. Have the students describe the appropriate way to handle a fire.

6. Discuss the appropriate way to handle a fire. Stress the follwing points (write these on the chalkboard).
   a. Strike matches or burn lighters for a definite reason, don't play with them.
   b. Keep open flames away from dry leaves, paper and clothing.
   c. Keep open flame from gas and other flammable materials.
   d. When you throw away a match, be sure the fire is out. Also make sure that your cigarette is out.

7. Discuss the picture of the man playing with matches. Have the students tell what they think will happen. Have the students list some of the things that are wrong with the situation. Have the students list some of the more appropriate ways to handle a fire.

8. Have the students summarize the lesson.

9. Administer the quiz.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson is adequate if students participate in the discussions. Activities were provided for student participation. The feedback from the students was positive. The lesson covers a lot of the safety rules that were covered in other lessons. As a result, there is a great deal of overlap. This seems to be boring to some of the students.

QUIZ

1. A hazard is a _____.

   a. a Duke.
   b. dangerous situation.
   c. wizard.

2. If you came to some stairs and the hall was very dark, would you _____?

   a. close your eyes and take your chances?
   b. hurry down the stairs and get it over with?
   c. try to find a light?

3. If you lit a match, would you _____?

   a. just throw it in the trash without checking to be sure that it was out?
   b. make sure that it is out before throwing it away?
   c. just let it burn until there was no more match?

4. If your shoe string came untied while you are walking, would you _____?

   a. just let it remain untied?
   b. stop and tie your shoe string?
   c. take them out of your shoes?

5. If you got real sleepy during smoking time, would you _____?

   a. put your cigarette out and go to bed?
   b. take it to your room to smoke it later?
   c. smoke it on the way to your room?

HAZARDS AROUND HOSPITAL
LESSON PLAN III

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn that wandering off the hospital grounds and water on the floor are hazardous situations. They will also be able to recognize the results of hazards through role playing.

MATERIALS NEEDED:
1. chalkboard, chalk

TEACHING PROCEDURE:
1. Briefly review the previous lessons:
   a. Hazard - a potentially dangerous situation.
   b. Safety - the practice of being careful not to cause injury to yourself or others.
   c. Name the two most common hazardous situations at the hospital:
      (1) falls
      (2) smoking in the wrong areas
   d. Name the two hazards discussed in the previous lesson:
      (1) fire
      (2) stairs

2. Discuss wandering off the hospital grounds. Ask the students to tell how wandering off the grounds could be hazardous.

3. Discuss the hazards of wandering off the grounds.
   a. Getting lost - explain that for some patients, the inside of the gate is all they are familiar with. Outside of the gate is new territory for them.
   b. Getting hit by a car - explain that for some patients, the traffic on the main roads can be frightening.
   c. Being taken advantage of - robbers, rapists, muggers,

4. Ask the students to summarize the hazards of wandering off the hospital grounds. These should be written on the chalkboard.

5. Discuss the hazards of water on the floor. Have the students tell why water on the floor could be a hazard. List the hazards on the chalkboard.

6. Ask the students to role-play certain situations while the other members of the class try to guess what is happening. The students will role-play the following:
   a. A person standing in water and plugging in an electrical appliance while bare foot.
   b. A person not watching where they are going and trips and falls.
   c. Playing with matches and dropping the fire in your lap.
   d. Smoking in bed and the bed catches on fire.
   e. Slipping and falling because water is on the floor.
   f. A person not watching where they are going and runs into a wall.
   g. A person smoking around someone that can not handle smoke. The other person starts to choke.
   h. Throwing a lit match in the trash and the trash catches on fire.

7. Discuss the hazards that were role-played and how they could have been prevented.

COMMENTS:

The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The lesson was too short for most of the classes. Activities were provided for student participation in the form of group discussion and role-playing. The feedback from the students was positive. The lesson could be improved by providing more situations for role-playing.

HAZARDS AROUND HOSPITAL
LESSON PLAN IV

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn that taking other's drugs and eating foreign objects are hazardous. They will be able to choose the results of these and other hazards in the form of a written worksheet with 80 % accuracy.

MATERIALS NEEDED:
1. chalkboard, chalk
2. chart book
3. worksheet (see attached sheet)

TEACHING PROCEDURE:
1. Brielfy review the previous lessons:
   a. Name the two most common hazards at the hospital.
      (1) falls
      (2) smoking in the wrong areas.
   b. Safety-the practice of being careful not to cause injury to yourself or to others.
   c. Hazard-a potentially dangerous situation.
   d. Ways for safely dealing with a fire.
   e. Safety rules for stairs.
   f. Hazards of wandering off the hospital grounds.
   g. Hazards of water on the floor.

2. Discuss the fact that the body is made to ingest things such as food and water. When something is in the body that does not belong there, the body reacts. Point out the fact that the body is designed to take in food and water. Hard objects can not be chewed and properly digested. Ask the students how these objects may interrupt the normal process of digestion.

3. Discuss swallowing a large, hard object. Have the students tell what they think might happen. Point out the fact that the throat is only so wide.

4. Review everything discussed today.

5. Administer the quiz.

COMMENTS:
The students were attentive and interested in the lesson. The length of the lesson was appropriate level of the students. The lesson was geared to the appropriate level of the students. The students participated in group discussion and took a quiz. The feedback from the students was positive. Some of the teachers feel that this is one of the best lessons that has been taught in this unit. However, others feel that the lesson would be more beneficial if more activities were used and less discussion.

QUIZ

1. What could happen if you take medicine that is not yours?

   a. you could get real cheerful.
   b. You could become very sick.
   c. You get some money.

2. What could happen if water is on the floor?

   a. You could slip and fall.
   b. You could skate.
   c. You could swim.

3. What could happen if you stand barefoot in water while using something electrical?

   a. You could get tickled.
   b. You could wash your feet.
   c. You could get shocked.

4. What could happen if you walk down the stairs without the lights on?

   a. You could stop and take a nap.
   b. You could trip and fall.
   c. You could slide down the banister.

5. What could happen if you throw a match into the trash without making sure that the match is out?

   a. It could land on the floor.
   b. The wind could blow it out if it was still lit.
   c. The trash could catch on fire.

6. What could happen if you were not watching your step?

   a. You could trip and fall.
   b. You could see one of your friends passing by.
   c. You could count the birds flying by.

7. What could happen if you wandered off the hospital grounds?

   a. You could go visit friends.
   b. You could come in contact with a rapist or robber.
   c. You could go to McDonalds.

QUIZ (continued)

8. What could happen if you swallowed a battery?

   a. You could choke to death.
   b. You could get energized.
   c. You could get full.

9. What could happen if you smoke in bed?

   a. You could dream about cigarettes.
   b. You could relax and smoke.
   c. You could cause your bed to catch on fire.

10. What could happen if you ran up the stairs?

   a. You could get up the stairs faster.
   b. You could fall on the stairs.
   c. You could see how fast you can run.

HAZARDS AROUND HOSPITAL
LESSON PLAN V

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn that electrical wires, tubs, and showers could be hazardous around the hospital. They will be able to predict the outcome of these situations through creative writing.

MATERIALS NEEDED:
1. Pictures: - A man about to slip on a bar of soap.
- A person about to put an electric shaver into the water.
- A person jumping into the tub.
2. paper, pencils

TEACHING PROCEDURE:
1. Review the previous lesson.
   a. Safety rules for stairs.
   b. Hazards of wandering off the hospital grounds.
   c. Hazards of swallowing foreign objects.
   d. Hazards of taking other's medication.

2. Discuss the possible hazards of electrical wires. Ask the students to tell what they think the hazards are. List the hazards of electrical wires on the chalkboard. Some of the hazards of electrical wires are:
   a. You could get shocked by touching naked or broken wires.
   b. Watch for electrical wires on the floor, you could trip and fall over them.
   c. Electrical appliances do not mix with water. Do not use electrical appliances in the tub or shower.
   d. Do not try to fix electrical appliances if you do not know how to fix them.

3. Discuss the possible hazards of the tub and shower. Have the students tell what the hazards of the tub and shower are. List these on the chalkboard:
   a. Watch your step. You could slip and fall.
   b. It is easy to slip on soap in the tub or shower.
   c. Carefully enter the shower or tub.
   d. Sit up in the tub. It is possible to drown in a tub full of water.
   e. Be careful to guage the temperature of the water. If it is too hot, you could get burned.

4. Discuss the picture of the man about to slip on a bar of soap. Have the students think to themselves about the possible outcome of this situation. Tell them to use their imaginations to complete the story. Have the students to write down a short interpertation of the outcome of the picture.

5. Discuss the picture of the man placing the plug of an electric shaver into a sink of water. Have the students follow the same procedures used in step 4.

6. Discuss the picture of the man jumping into the tub. Have the students follow the same prccedures used in step 4.

7. Discuss the stories written by the students.

COMMENTS:

The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. A writing assignment was given for student participation. The feedback from the students was positive. Creative writing is good for higher level students, but the lower level students should have an alternative activity.

HAZARDS AROUND HOSPITAL
LESSON PLAN VI

SHORT TERM GOAL: By critiquing role-playing on video tape, the students will review causes and preventions of hazardous situations around the hospital.

MATERIALS NEEDED:
1. Video-recording equipment

TEACHING PROCEDURE:
1. Briefly review the past lessons.
   a. Define hazards.
   b. Define safety.
   c. Discuss falls and how they are caused.
   d. Discuss the hazards of water on the floor.
   e. Discuss the hazards of wandering off the hospital grounds.
   f. Discuss the hazards of stairs.
   g. Discuss the hazards of smoking in undesignated areas.
   h. Discuss the hazards of taking someone else's medication.
   i. Discuss the hazards of eating foreign objects.
   j. Discuss the hazards of tubs and showers.
   k. Discuss the hazards of electrical wires.

2. Have the students watch the role-playing on the video screen. After each role-play, have the students answer the following questions:
   a. What was the hazard?
   b. What caused the situation to be hazardous and how could it be prevented?

COMMENTS:
The students were very attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by increasing the number of role-plays. Include a wider variation of situations to be role-played. The previous lessons should be thoroughly reviewed.

SITUATIONS TO ROLE-PLAY

1. A person swallows a button and starts choking.

2. A person not watching where they were going and runs into something and falls.

3. A person not checking to make sure that their match was out before throwing it into the trash. The trash catches on fire.

4. A person smoking in bed. He drops off to sleep and the bed catches on fire.

5. A person shaving. Then he puts his shaver into the sink with water in it.

6. A person in the shower. He/she drops the soap and leaves it on the floor of the shower. He steps on the soap and falls.

7. A person asking to trade one of his pills for someone else's pills. They trade and become ill.

TRANSPORTATION AND SAFETY
RESOURCES

BOOKS

1. Adult Basic Literacy Education Skills Training. Ablest-Community Services, Pitman Learning, Inc., Belmont, California, 1980.

2. Alabama Department of Education. Challenge of Survival, Montgomery, Alabama, 1972.

3. Alabama Department of Education. Your Driving Handbook.

4. Barnard, J. Darrell; Sterdler, Celia; Spock, Benjamin, M.D.; Atkin, J. Mynon. Science Health Safety: The MacMillan Science Life Series-Book 5, MacMillan Company, 1959.

5. Bryce Hospital. Emergency Weather Alert Plan.

6. Bryce Hospital. Fire Plan.

7. Bryce Hospital. Bryce Hospital Incidence Statistics.

8. Byrd, Oliver E., M.D.; Jones, Edwina: Landis, Paul E.; Morgan, Edna. Growing in Health, Laideau Brothers Publishers, 1963.

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10. Louisiana State Department of Education. Safety For Louisiana Schools, Louisiana, 1977.

11. South Central Bell. Tuscaloosa Telephone Directory, 1982.

12. Townsend, Rebecca and Katerine. Better Health, Steck-Vaughn Health Series, Steck-Vaughn Company, Austin, Texas, 1975.

13. Townsend, Rebecca and Katerine. Your Growing Body, Steck-Vaughn Health Series, Steck-Vaughn Company, Austin, Texas, 1975.

14. Waelder, Patrica Kelly. Let's Look It Up, Practice in Survival Reading 7, New Readers Press, Syracuse, New York, 1977.

15. World Book Encyclopedia, Volume 18, 1970.

Resources continued:

MAGAZINES

1. Forecast for home economics, Co-Ed Magazine, November, 1981, p. 82.
2. Forecast for home economics, Co-Ed Magazine, January, 1981, pp. 38-39.

PAMPHLETS

1. Emergency Medical Information, West Alabama General Hospital.
2. First Aid Facts, West Alabama EMS, Inc.
3. She Didn't Know It Was Poison, West Alabama EMS, Inc.
4. Emergency Action for Poisoning, Alabama Poison Control Center, West Alabama EMS, Inc.
5. What Everyone Should Know About Electric Safety, Alabama Power.
6. It's Your Home, It's Safety Depends on You, Alagasco.
7. What Everyone Should Know About Natural Gas Safety, Channing L. Bete Co. Inc.
8. Ironing Can Be Easy, Cooperative Extension Service.
9. Don't Just Use Appliances, Use Them With Safety, Consumer Scene.
10. Sights On Safety, UL Public Information Office.
11. Home Safe Home, The Soap and Detergent Association.
12. Safety Tips For Housecleaning Time, What's New in Home Economics.
13. Stop Shock, Electrical Safety at Home, Tennessee Valley Authority.
14. Save Energy Safely, U.S. Government Printing Office.

FILMS

Civil Defense: A Lady Called Camille

Tornado

Twister

In Time of Emergency

Bryce Hospital: Prognosis Fire

V. GOVERNMENT AND LAW

CITIZENSHIP
LESSON PLAN I

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn the meaning of citizenship and the rights of a citizen according to the law.

MATERIALS NEEDED:
1. Gift, Daily Adult Living, pp. 53-54.

TEACHING PROCEDURE:
1. The teacher will ask students what citizenship means and what is a citizen.

2. The teacher will go over with the students the rights of a citizen under the law and also our duties as a citizen (Gift, pp. 53-54).

3. The students will be asked to discuss some ways that we can be a good citizen. The teacher will list these suggestions on the blackboard.

4. A homework assignment will be given. The students will be asked to go back to the ward and do one nice thing for somebody. They should be ready to tell the class what good deed they did during the next unit session.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was too simple for the majority of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by gearing the lessons to a higher level.

CITIZENSHIP
LESSON PLAN II

SHORT TERM GOAL: Through lecture, demonstration, and discussion, the students will learn that we have certain duties as citizens.

MATERIALS NEEDED:
1. Gift, Daily Adult Living, pp. 54-55.

TEACHING PROCEDURE:
1. The students will go over their homework assignment by discussing the good deeds that they have done.

2. The students will review a citizen's rights under the law (Gift, pp. 54-55).

3. The following duties of a citizen will be presented to the students:
   a. to defend our country
   b. to serve on juries
   c. to obey the law
   d. to pay taxes
   e. to obtain an education

4. The teacher will talk about the two parts of the political system: citizens and government. The teacher will bring out that the two work together to establish justice.

5. The class will be divided into three groups as follows:
   a. Group One - makes a list of how the government protects its citizens.
   b. Group Two - makes a list of things a citizen can do for his government.
   c. Group Three - makes a list of things a citizen can do to support his government.

COMMENTS:
The students showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. A game was played to encourage student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

CITIZENSHIP
LESSON PLAN III

SHORT TERM GOAL: To familarize the student with the symbols of the United States and what they mean.

MATERIALS NEEDED:
1. Weekly Reader Poster
2. American Civics, pp. 250-253.

TEACHING PROCEDURE:
1. The teacher will ask the students what being a citizen means to them.

2. The teacher will talk about some of the symbols of our country such as:
   a. flag
   b. Liberty Bell
   c. Uncle Sam

3. The teacher will discuss the meaning behind the Pledge of Allegiance.

4. The teacher will talk about out National Anthem. The students will be asked to sing the National Anthem.

5. The teacher will read the American's Creed to the students (American Civics, p. 253).

COMMENTS:
The students were very attentive and expressed a great deal of interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

CITIZENSHIP
LESSON PLAN IV

SHORT TERM GOAL: To give the students some idea of how they as citizens can play their part.

MATERIALS NEEDED:
1. Weekly Reader Poster
2. Ablest, Government and Law, chapter five

TEACHING PROCEDURE:
1. The teacher will review the symbols of the United States.

2. The teacher will ask each student to recite the Pledge of Allegiance.

3. The students will read aloud from Ablest, Law and Government, chapter five. They will be asked to discuss the terms at the end of the chapter.

4. The class will be divided into two teams. Working as a team, the student will be competing by answering questions about the material they had just read in Ablest, Government and Law, chapter five.

COMMENTS:
The students were attentive and showed interest in the lesson. The level of the lesson was appropriate for the students. The length of the lesson was adequate. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

CITIZENSHIP
LESSON PLAN V

SHORT TERM GOAL: To review all information taught concerning citizenship. The student's knowledge on citizenship will be measured by means of a written test requiring at least 80% accuracy.

MATERIALS NEEDED:
1. American Civics, pp. 250-253.
2. Gift, Daily Adult Living, pp. 53-54.
3. Ablest, Government and Law, chapter five
4. Weekly Reader Poster.
5. Test on citizenship.

TEACHING PROCEDURE:
1. The teacher will review the terms at the end of the chapter in Ablest, Law and Government, chapter five.

2. The teacher will review all information that has been discussed pertaining to the issue of citizenship.
   a. The rights of a citizen under the law (Gift, pp. 53-54).
   b. The duties of a citizen (Gift, pp. 54).
   c. Ways a person may become a citizen:
      (1.) birth and blood
      (2.) naturalization
   d. Talk about the symbols of the country:
      (1.) The American Flag
      (2.) Uncle Sam
      (3.) The Liberty Bell
      (4.) The Bald Eagle
   e. The Pledge of Allegiance

3. The student will be given a quiz on the information.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

CITIZENSHIP TEST

Circle the correct answer.

1. If you are a citizen, you may _____ for public officials.

   a. vote
   b. wait
   c. buy

2. As a citizen, you have the right to own property.

   a. true
   b. false

3. If you are a citizen, you _____ attend the church of your choice.

   a. can
   b. cannot

4. The process of becoming a citizen is called _____.

   a. naturalization
   b. voting
   c. trying

5. A person must live in the United States _____ years to become a citizen.

   a. 10 years
   b. 6 years
   c. 25 years

6. To become a citizen you must take a test and also an oath.

   a. true
   b. false

7. Some of the symbols of our country are:

   a. The flag
   b. Money
   c. Cars
   d. Uncle Sam
   e. Bald Eagle
   f. Clothes
   g. The Liberty Bell
   h. The statue of Liberty

8. Our National Anthem is _____.

   a. Oh Christmas Tree
   b. The Star-Spangled Banner
   c. Glory Hallelujah

Citizenship Test (continued)

9. The colors of our flag are red, white, and _____.

   a. black
   b. purple
   c. blue

FILL IN THE BLANKS

I pledge allegiance to the _____ of the United States of _____ and to the _____ for which it stands, one nation under God, indivisible, with _____ and _____ for all.

VOTING
LESSON PLAN I

SHORT TERM GOAL: To introduce the concept of voting and acquaint the students with opinion polls and rights to choose candidates based on opinion of candidate views.

MATERIALS NEEDED:
1. Ablest, "Government and Law", Chapter 1, pp. 2-9.

TEACHING PROCEDURE:
1. Take pretest

2. Ask students what day today is (election day). What office are we electing today?

3. Ask who is running for election to that office.

4. Ask what is a political party.

5. Make a chart on the board with the candidates, party, and views of each candidate. The students will tell what views each candidate has.

6. Take opinion polls on issues among class members.

7. Vote for the candidate that they support.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the higher students but too short for the lower students. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

PRETEST

Put an X in front of each right answer.

1. Voting is _____.

   _____ a. a kind of singing.

   _____ b. a way someone feels.

   _____ c. a way to make a choice.

2. When you vote, you _____.

   _____ a. state what your choice is.

   _____ b. say that you cannot decide.

   _____ c. sing country music.

3. A person who votes is called a _____.

   _____ a. votee

   _____ b. voting

   _____ c. voter

4. Which of these are ways of voting?

   _____ a. listening to television

   _____ b. making a telephone call

   _____ c. writing your choice on paper

   _____ d. fighting for what you want

   _____ e. putting one colored ball in a box

   _____ f. saying yes or no aloud

5. A majority is _____ of the votes.

   _____ a. half

   _____ b. all

   _____ c. more than half

PRETEST (continued)

6. An opinion is _____.

_____ a. someone who knows a great deal.

_____ b. something one person believes.

_____ c. a special kind of award.

7. Which of these are opinions?

_____ a. Chicken is one kind of meat.

_____ b. Plants are pretty.

_____ c. Blue is a sad color.

_____ d. Most birds can fly.

_____ e. Summer is the worst time of the year.

_____ f. Windows are made of glass.

8. In opinion polls, poll-takers _____.

_____ a. ask people how they feel about some things that might happen.

_____ b. tell what their own feelings are.

_____ c. give answers to difficult questions.

9. Which of these are things you might be asked in an opinion poll.

_____ a. how you voted last year.

_____ b. how you feel about a new law.

_____ c. if you can sing or make music.

_____ d. if you would vote for someone.

_____ e. where you got your car.

VOTING
LESSON PLAN II

SHORT TERM GOAL: To make students aware of voting process and choosing a leader by voting.

MATERIALS NEEDED:
1. Newspaper
2. Ablest, "Government and Law", chapter 1, pp. 2-9.

TEACHING PROCEDURE:
1. Students will review the election results from the newspaper. They will discuss the concept of "majority rule".

2. Read Chapter 1 from Ablest, "Government and Law". Do the activities at the end of the chapter.

COMMENTS:
Each student was attentive and interested in the lesson. The level of the lesson was appropriate for the level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

VOTING
LESSON PLAN III

SHORT TERM GOAL: To acquaint the students with the process of nominating and electing a leader.

MATERIALS NEEDED:
1. Ablest, "Government and Law", Chapter 2, pp. 10-19.

TEACHING PROCEDURE:
1. The students will review the various ways of voting:
   a. ballot
   b. voice
   c. machines
   d. show of hands

2. The students will read from Ablest, Chapter two and discuss "Words to Learn".

3. The teacher will discuss the process of picking a leader:
   a. nominate candidate
   b. motion is seconded
   c. speeches about qualifications
   d. voting

4. Explain that an election for class presidents will be held.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive.

VOTING
LESSON PLAN IV

SHORT TERM GOAL: To acquaint the students with the process of nominating and electing a leader.

MATERIALS NEEDED:
1. Ablest, "Government and Law", Chapter 2, pp. 10-19.

TEACHING PROCEDURE:
1. The students will review "Words to Learn" from Ablest, "Government and Law", Chapter 2.

2. The class will be divided into groups in order to play a game. The teacher will ask questions concerning government and law. The first team to score five points wins the game.

3. The election for class president will be held. The teacher will explain how to make nominations and second motions. Students will be given the opportunity to nominate classmates. Each nomination must be properly seconded. Speeches will be given by those students who are nominated for the position. After the speeches are heard, the students will discuss the qualifications of the candidates. Voting will be done by secret ballot. A run-off election will be held if necessary. Concession speeches and acceptance speeches will be given.

COMMENTS:
The students were attentive and interested in the lesson. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive.

VOTING
LESSON PLAN V

SHORT TERM GOAL: To acquaint the students with the four qualifications that each individual must meet to be able to vote.

MATERIALS NEEDED:
1. Gift, Daily Adult Living, pp. 56-57.

TEACHING PROCEDURE:
1. The teacher will discuss the four laws from Gift, p. 56:
   a. must be a citizen of the U.S.
   b. must be a legal resident to the state.
   c. must be of voting age.
   d. must register properly.

2. The students will do "Something to think About", Gift, p. 57.

3. The students will do the post-test.

COMMENTS:
The students were attentive and showed interest in the lesson. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

POST-TEST ON RULES

CIRCLE THE CORRECT ANSWER.

1. A law is ...

   a. a rule we live by.
   b. something in a book.
   c. a language.

2. A ground card ...

   a. is a new kind of game.
   b. entitles you to free time on the grounds.
   c. should be thrown away.

3. A formal rule is ...

   a. developed by a group for a specific purpose.
   b. used for measuring materials.
   c. a man-made law.

4. A citizen has the right to ...

   a. break the law.
   b. vote.
   c. hurt others.

5. A QMHP is your ...

   a. nurse.
   b. social worker.
   c. teacher.

6. Ward rules are important to follow because you can get ...

   a. an ice cream cone.
   b. more ground time.
   c. a room by yourself.

7. Escort required means ...

   a. you have to have someone bring you to school.
   b. you have to have a ground card.
   c. you have to drive a car.

8. An example of a medical alert is ...

   a. a fire alarm.
   b. a siren.
   c. diabetes.

POST-TEST ON RULES (continued)

ANSWER THESE QUESTIONS TRUE OR FALSE.

9. One ward rule is it is okay to smoke in bed. _____.

10. A law is rules that we live by. _____.

11. A work rule is be at work on time. _____.

12. There is no need to bathe before going to work. _____.

13. Safety rules help prevent accidents at work. _____.

14. Money is docked from your paycheck when you are late for work.

_____.

15. If you eat and sleep on your job, accidents may happen. _____.

WILLS
LESSON PLAN I

SHORT TERM GOAL: To understand the importance of making a will.

OBJECTIVE: The students will be able to make a simple will.

MATERIALS NEEDED:
1. chalkboard
2. chalk
3. Gift, Daily Living Skills, pp. 69-74.

TEACHING PROCEDURE:
1. The teacher will present a discussion on the importance of having a will, special types of wills, and the requirements for a legal will. The discussion will cover the following points:
   a. What is a will?
   b. Who needs a will and why?
   c. What is meant by "codicil to a will"?
   d. What is meant by "probating a will"?

2. The teacher will give the definition of certain important words that need to be understood in reading and understanding a will. The following terms will be defined:
   a. testator
   b. codicil
   c. probate
   d. intestate
   e. executor
   f. bequest

3. Teacher will discuss the special types of wills and other information on wills such as:
   a. special types of wills
      (1.) Holographic will
      (2.) Oral Will
   b. important facts to remember about wills:
      (1.) freedom from undue influence.
      (2.) must be in writing.
      (3.) must be properly signed.
      (4.) must be properly witnessed.

4. The teacher will have the students fill out a simple will on the chalkboard.

5. The teacher will quiz the students orally at the end of class.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive. There are no recommendations for improving the lesson.

SHORT TERM GOAL: To review the information covered in the previous lesson.

OBJECTIVE: The students will be able to verbally answer questions about wills.

MATERIALS NEEDED:
1. chalk
2. chalkboard

TEACHING PROCEDURE:
1. The teacher will ask the students to respond to the following questions:
   a. What is a will?
   b. Who can make a will?
   c. What is meant by "legal age" and sound mind"?

2. The teacher will discuss the following terms:
   a. codicil to a will
   b. probating a will

3. The teacher will ask the students to discuss the different types of will:
   a. Holograpic will
   b. Oral will

4. The teacher will review the four important facts to consider in making a will:
   a. freedom from undue influence
   b. must be in writing
   c. must be properly signed
   d. must be properly witnessed

COMMENTS:
The students expressed interest in the lesson. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was both positive and negative. Some of the students seemed reluctant to address the issue of dying. There are no recommendations for improving the lesson.

SOCIAL SECURITY
LESSON PLAN I

SHORT TERM GOAL: To teach the students their rights under the social security laws.

OBJECTIVES: After the class presentation, the students will be able to list benefits derived from the following:

a. unemployment compensation
b. old age and survivors insurance
c. disability insurance

MATERIALS NEEDED:

1. chalkboard
2. chalk
3. Social Security card
4. Gift, Daily Living Skills, pp. 74-79.
5. Test on Social Security and Wills.

TEACHING PROCEDURE:

1. The teacher will present a discussion on the importance of having a Social Security card and where to apply for one. She will point out:
   a. What is Social Security?
   b. What are the main features of Social Security?

2. The teacher will present a discussion on when you apply for Social Security benefits:
   a. loss of job
   b. disabled
   d. survivors

3. The teacher will discuss the types of identification you should take with you to the Social Security office when applying for Social Security benefits:
   a. birth certificate
   b. Social Security card
   c. W-2 form

4. The teacher will give the students a test when the lesson is completed.

COMMENTS:

The students were interested in the lesson. The level of the lesson was appropriate for the level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

SOCIAL SECURITY TEST

CIRCLE THE CORRECT ANSWER

1. FICA is money deducted from your pay check for _____.

   A. income tax.
   B. state tax.
   C. Social Security.

2. You can apply for a Social Security card _____.

   A. at a mall.
   B. at a bank.
   C. at a Social Security office.

3. You first need a Social Security card when you get _____.

   A. a car.
   B. married.
   C. a job.

4. You get a Social Security check when _____.

   A. you retire.
   B. you lose your job.
   C. you are disabled.
   D. you are a survivor (widow or child under 18 years of age).

5. To get Social Security payments, you must show _____.

   A. your drivers license.
   B. your birth certificate.
   C. your Social Security card.
   D. your W-2 form.

WILLS

1. A will is something like _____.

   A. a newspaper.
   B. going on a trip.
   C. a settlement of property.
   D. a job.

2. A codicil to a will is _____.

   A. change for one dollar.
   B. a testator.
   C. a change in the will.

WILLS (continued)

3. A Holograpic will is _____.

   A. written by a lawyer.
   B. written by a witness.
   C. written by the testators own hand.

4. An oral will is by word of _____.

   A. a friend.
   B. doctor.
   C. probate.
   D. mouth.

5. A will must be _____.

   A. free from undue influence.
   B. in writing.
   C. properly witnessed.
   D. properly signed.

LEVELS OF GOVERNMENT
LESSON PLAN I

SHORT TERM GOAL: To learn the three levels of government and the leaders of each level.

OBJECTIVE: By instruction the teacher will introduce the three levels of government and some of the different offices in each level. The students will be able to list the three levels of government and the leaders.

MATERIALS NEEDED:
1. chalkboard
2. chalk
3. Ablest, Government and Law, Chapter 3, p. 20 and "Words to Learn", p. 26.

TEACHING PROCEDURE:
1. Briefly review the definitions of the words "democracy" and "monarchy".

2. Briefly review the ways and the rules of voting.

3. Briefly discuss the leaders of the different levels of government:
   a. city-mayor
   b. state-governor
   c. country-president

4. Discuss the names of the different levels of government in relation to where we live:
   a. city-Tuscaloose
   b. state-Alabama
   c. country-United States

5. Discuss the leaders of the different levels:
   a. Tuscaloosa-Mayor Al Dupont
   b. Alabama-Govenor George Wallace
   c. United States-President Ronald Reagan

6. Do chapter 3, "What Are Our Choices" in Ablest, p. 20.

7. Discuss "Words to Learn" at the end of the chapter.

8. Ask the students to name each of the three levels of government, the city, the state, and country that we live in and the mayor, governor and president.

COMMENTS:
The students were relatively interested. There was more input from patients that are usually quiet. The lesson was geared to the appropriate level of the students. The lesson was of adequate length for the amount of time allowed. Activities were provided for student participation. The student feedback was positive. There are no recommendations for improving the lesson.

LEVELS OF GOVERNMENT
LESSON PLAN II

SHORT TERM GOAL: To review the concepts from previous lessons.

OBJECTIVES: By reviewing concepts from previous lessons, the students will be able to verbally answer questions in a game form.

MATERIALS NEEDED:
1. chalk
2. chalkboard
3. Ablest, "Government and Law", chapter 3, p. 20.

TEACHING PROCEDURE:
1. Review words from the previous lesson:
   a. democracy
   b. monarchy
   c. absentee ballot
   d. registration
   e. citizenship

2. Review the four rules of voting:
   a. legal voting age of 18
   b. legal resident of the state
   c. citizen of the U.S.
   d. register to vote

3. Review Ablest, chapter 3, p. 30.

4. Review the words at the end of the chapter.

5. Divide the class into two teams. Ask each student a question about the information that was covered in the lesson. If an incorrect answer is given or the student refuses to answer, then go to the next team. The team which answers the most questions correctly wins.

COMMENTS:
The students were attentive and expressed interest in the lesson. The level of the lesson was appropriate for the students. The length of the lesson was adequate for the amount of time allowed, if enough discussion is done by the students. Activities were provided for student participation. The student feedback was positive. There are no recommendations for improving the lesson.

LEVELS OF GOVERNMENT
LESSON PLAN III

SHORT TERM GOAL: To learn some of the duties of each level of government.

OBJECTIVE: By instruction, the teacher will introduce some of the functions of each level of government. The students will be able to orally name at least one function of each level.

MATERIALS NEEDED:
1. chalk
2. chalkboard

TEACHING PROCEDURES:
1. Briefly review the information covered in the last lesson. Review the definitions of these words:
   a. governor
   b. mayor
   c. president

Ask what city, state, or country we live in.

2. Discuss the names of the three levels of government.
   a. city/county-local government
   b. state-state government
   c. country-Federal government

3. Diagram the three levels of government on the board.

4. Explain that each level has it's function in determining how we live.

5. Explain again that the city and county work together as the local government.

6. Discuss the duties of each level of government. Have a student name one function of each level.
   a. Duties of the local government:
      (1.) Works to make our communities a better and safer place to live.
      (2.) Responsible for water, street lights, sewage disposal, schools, fire protection, health and safety rules, and park and playgrounds.
   b. Duties of the state government:
      (1.) Conduct elections.
      (2.) Set up local governments.
      (3.) To decide the qualifications of voters.
      (4.) To set up public schools.
   c. Duties of the U.S. government:
      (1.) Regulate foreign trade.
      (2.) Coin and print money.
      (3.) Establish post offices and roads.
      (4.) Responsible for armed forces.
      (5.) Declare war and make peace.

7. Discuss the fact that federal and state government share some responsibilities such as:
   a. collect taxes
   b. borrow money
   c. establish courts
   d. enforce laws and punish law breakers
   e. provide for the health and welfare of the people

COMMENTS:

The students were not attentive. It was difficult to get them interested in the lesson. The lesson was somewhat difficult for the students to grasp. If the lesson was broken down into small sections and taught to the students slowly, the chances of them understanding it would be better. The subject of the lesson was too abstract for the patients. The lesson was too long for the amount of time allowed. Activities were provided for student participation. Some of the class gave positive feedback while others gave feedback that was negative. To improve the lesson, the lesson could be broken down into four different lessons.

LEVELS OF GOVERNMENT
LESSON PLAN IV

SHORT TERM GOAL: The students will know 80% of the material covered in previous lessons dealing with the three levels of government.

OBJECTIVE: By reviewing concepts from previous lessons on the levels of government, the students will be able to correctly answer 80% of the questions on the post-test.

MATERIALS NEEDED:
1. Ablest, "Government and Law", p. 26
2. Post-test
3. Pencil

TEACHING PROCEDURE:
1. Ask the students to name the three levels of government.
   a. city
   b. state
   c. country

2. Ask the students to give the name of each level of government:
   a. city-local government
   b. state-state government
   c. country-Federal government

3. Ask the students to tell what the leaders of each level are called:
   a. city-mayor
   b. state-governor
   c. country-president

4. Ask the students to tell what city/county, state and country we live in.

5. Ask the students to name the two parts of Congress.

6. Ask the students to tell how many Senators are sent from each state. How many are there in all?

7. Ask the students to define population.

8. Discuss briefly the different duties of each level of government.
   a. local-playgrounds, water, street lights.
   b. state-establish local governments, rules for voting, and public schools.
   c. federal-coin and print money, declare war and make peace, responsible for the armed forces.

9. Administer the post-test.

COMMENTS:
The students showed some interest and were fairly attentive. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate, if too much time is not spent on the review.

COMMENTS: (continued)

However, the review should not be rushed through. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

POST-TEST

Circle the letter in front of each correct answer.

1. The Federal Government is the government of the _____.

   a. city
   b. state
   c. country

2. The head of the city is the _____.

   a. mayor
   b. governor
   c. sheriff

3. The head of the state is the _____.

   a. president
   b. governor
   c. mayor

4. The head of the Federal Government is the _____.

   a. president
   b. mayor
   c. governor

5. Which of these are members of Congress?

   a. mayor
   b. representatives
   c. governor
   d. president
   e. senator
   f. justice

6. Each state has _____ Senators.

   a. two
   b. four
   c. six

7. The number of people living in a state is its' _____.

   a. cabinet
   b. representation
   c. population

POST-TEST (continued)

8. The county that we live in is _____.

   a. Shelby
   b. Coosa
   c. Tuscaloosa

9. The city that we live in is _____.

   a. Montgomery
   b. Opelika
   c. Tuscaloosa

10. Which level of government is responsible for the water in our cities?

   a. state government
   b. local government
   c. federal government

RULES
LESSON PLAN I

SHORT TERM GOAL: To learn what rules are and how to apply them to one's personal life.

OBJECTIVE: The learner will understand what a rule is.

MATERIALS NEEDED:
1. Law: The Language of Liberty
2. Chalkboard, chalk
3. Paper, pencil
4. Rules or Not? (see attached sheet)

TEACHING PROCEDURE:
1. Teacher will begin the lesson by asking various students what we have been studying (Government and Law). She should stress that now we will be talking more about the "law" part of the unit. We will be using the term "law" to mean rules that we live by.

2. Ask the students, "What is a rule?" After the teacher has collected several definitions, combine them and write a general definition on the board and read it to the class.

3. The teacher will read the examples of possible rules and have students decide if they could be rules.

4. Have students discuss some important things to remember when establishing rules. Some examples are:
   a. Does it apply to the environment?
   b. Does it apply to the situation?
   c. Is there a similar rule already established?

5. Pass out paper and pencils and let the students write one rule that is relevant to their lives.

6. Tell the students that we are going to be talking about different kinds of rules such as:
   a. ground card rules
   b. smoking rules
   c. ward rules
   d. work rules
   e. rules of the community

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by providing more activities for student participation.

RULES OR NOT?

1. Put your laundry outside of your door by 8:00 a.m.
2. Eat spaghetti every Wednesday for supper.
3. I do not allow children to play in my yard.
4. The lights are turned on.
5. You must be at work on time.
6. If you eat ice cream you gain weight.
7. Smoking can be hazardous to your health.
8. Children must be in bed by eight o'clock on school nights.
9. Keep your ground card in your pocket.
10. The mails runs at 11:00 a.m.

RULES
LESSON PLAN II

SHORT TERM GOAL: To be able to define formal and informal rules, natural and man-made rules.

OBJECTIVE: The student will be able to give examples of different kinds of rules.

MATERIALS NEEDED:
1. Filmstrips: "Rules We Live By:, "I Know It's Here Somewhere", "Do Not Pass Go", Educational Activities, Inc. Freeport, New York.

TEACHING PROCEDURE:
1. Students will view filmstrips.

2. After viewing the films, the teacher will lead the class in discussing questions about formal, informal, natural, and man-made laws or rules.

3. Students will discuss the different kinds of rules and will be asked to give examples of each.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. The films could be more adult oriented.

RULES
LESSON PLAN III

SHORT TERM GOAL: To recognize that citizens have certain rights under the law and how those laws relate to their obeying rules.

OBJECTIVE: The students will be able to give examples of citizen's rights and examples of laws or rules that apply to them in the community.

MATERIALS NEEDED:
1. Filmstrips: "Understanding Law", "You have Rights and Responsibilities Too", and "You've Been Arrested". Educational Activities, Inc. Freeport, New York.

TEACHING PROCEDURE:
1. The students will view the filmstrips.

2. After viewing filmstrips, the teacher will lead the class in discussing citizens rights and how important it is to obey the rules of the community.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

RULES
LESSON PLAN IV

SHORT TERM GOALS: To recognize that following ward rules plays an important role in one's treatment program.

OBJECTIVE: Students will be able to give examples of ward rules and define various parts of the ground card.

MATERIALS NEEDED:
1. Flow chart
2. Chalkboard, chalk
3. Ground card (see attached sheet)

TEACHING PROCEDURE:
1. Teacher will tell students that they will be discussing rules within the hospital for the next few lessons.

2. Teacher will discuss ward rules with the students, using these questions as a guideline:
   a. What does it mean when we have rules on the ward?
   b. How do these rules apply to you?
   c. How are following these rules an important part of your treatment plan?
   d. What are some of your ward rules? (Teacher will list these on the blackboard)

3. Teacher will stress to the students that a sign on their improvement is the attainment of a ground card.

4. The teacher will pass out the sample ground cards for the students to look at.

5. The teacher will go over each item of the ground card. The following items on the ground card will be included:
   a. QMHP-Qualified Mental Health Professional
   b. Escort required
   c. date
   d. hospital number
   e. unit and ward
   f. medical alert/allergies
   g. treatment activity
   h. time-start/stop
   i. location
   j. rules at the bottom of card.

6. Teacher will discuss with the class the rules of having a ground card.
   a. What happens when you lose your ground card?
   b. What happens if you are on the grounds without a ground card?
   c. What happens if you stay out past your ground time?
   d. Why is it beneficial to you to abide by these rules?

COMMENTS:

The students showed interest in the lesson and were attentive. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

☐ Escort Required QMHP: _____

BRYCE HOSPITAL
Weekly Treatment Card

Date: _____ Patient Name: _____

☐ Initial Treatment Plan Hospital Number: _____

☐ Modification Unit: ____ Ward: ____

Medical Alert/Allergies: _____

Treatment Activity	Time Start	Stop	Su	M	T	W	Th	F	Sa	Location

a) Black out all inappropriate days of the week.
b) Enter appropriate hours just as noted on weekly schedule.
c) Treatment Card will be kept by nursing staff when not being used by patient.

RULES
LESSON PLAN V

SHORT TERM GOAL: To exhibit an understanding of the smoking rules.

OBJECTIVE: Students will be able to give examples of smoking rules and assertive ways to handle situations concerning these rules.

MATERIALS NEEDED:
1. chalkboard, chalk
2. video recording equipment

TEACHING PROCEDURE:
1. Teacher will review with students the different ward rules. Explain to them that some of the most important rules are smoking rules.

2. Have students give examples of ward and school smoking rules and list on the board.

3. Teacher will discuss with the students about other places which have smoking rules and why it is important to abide by them. Examples to be used are elevators, machinery, flammable materials, hospitals (where oxygen is in use).

4. Discuss with students how it makes them feel when other students beg them for cigarettes or when they see other students abusing smoking rules.

5. The teacher will review with students how to assertively handle such situations.

6. Students will demonstrate assertiveness by role-playing the following situations (to be video-taped):
   a. One student begging another student for a cigarette.
   b. A teacher walks into the smoking room and a student puts ashes on the floor.
   c. A man enters an elevator full of people and starts smoking a cigar.
   d. You are in the hospital with asthma. You are under oxygen and your friend visits you and starts to smoke a cigarette.
   e. You are allergic to smoke, your friend needs a ride home. She wants to smoke in your car.
   f. An aide on the ward catches a patient smoking in the bathroom.

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The lesson was adequate in length for the time allowed. Activities were provided for student participation in the form of role-playing. The feedback from the students was positive. There are no recommendations for improving the lesson.

RULES
LESSON PLAN VI

SHORT TERM GOAL: To learn that obeying work rules is an important part of being a good employee and holding a job.

OBJECTIVE: Student will be able to give examples of work rules for safety, work habits, equipment, time, and clothes.

MATERIALS NEEDED:
1. The Work Series, Work Rules, pp. 6-42
2. Safety Signs

TEACHING PROCEDURES:
1. The students will read and discuss pages 6-42 of The Work Series, Work Rules.

2. When students finish reading pages 20-27, the teacher will review the safety signs provided. These signs include: danger, no tresspassing, private, employees only, high voltage, no smoking.

3. Students will role-play the following situations:
   a. misuse of equipment.
   b. leaving your work area messy.
   c. sleeping on the job.
   d. talking to co-workers and neglecting your job.
   e. leaving your work station.
   f. leaving work early and the supervisor catching you.

4. As the students are doing the role-playing, ask them how could the employees improve their job performance? What is wrong with what they are doing?

COMMENTS:
The students were attentive and interested in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of role-playing. The feedback from the students was positive. The lesson would have been better if we had more than one of the Work Series books. This would help in holding the students' attention. The use of a film to reinforce what was learned would also help hold the attention of the students.

SHORT TERM GOAL: To acquaint the learner with the seriousness of crime, arrest, and booking procedures.

OBJECTIVE: The student will learn that shoplifting is a major crime with a penalty.

MATERIALS NEEDED:
1. Film: Shoplifting is Stealing, Aims Instructional Media Service, Inc.

TEACHING PROCEDURE:
1. Review with students that they have been studying rules. They discussed earlier community rules. Remind them that one of the most important rules is not breaking the law. One crime that is often committed and considered minor is shoplifting. It is a very serious crime with serious consequences.

2. Show the film Shoplifting is Stealing.

3. After the film, have the students answer these questions:
   a. What happens when you are caught shoplifting?
   b. What do businesses do to compensate for shoplifting?
   c. Who shoplifts the most?
   d. What is some of the equipment used to combat shoplifting?
   e. How are television cameras used?
   f. Why did the narrator say she had made every mistake?
   g. What happened to the girl that was caught?
   h. What happened to her at the police station?
   i. How has this film helped you?

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate with the use of the questions. Activities were provided for student participation. The feedback from the students was positive. There are no recommendations for improving the lesson.

RULES
LESSON PLAN VIII

SHORT TERM GOAL: To understand that there are many laws that are not strictly enforced.

OBJECTIVE: Students will learn to evaluate written laws in terms of fairness, clarity and capability of being enforced.

MATERIALS NEEDED:
1. Law The Language of Liberty, Supplemental Materials for Alabama Adult Basic Education Teachers. pp. 390-391.

TEACHING PROCEDURE:
1. Students will read pages 390-391 in Law: The Language of Liberty and discuss each law individually. They will discuss possible reasons for the law being written, how fair the law is, how clear the law is, and how well it can be enforced.

COMMENTS:
Some of the students were very interested in the lesson, while others showed no interest at all. The lesson was geared to the appropriate level of the students. The lesson was too long for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by having the students role-play some of the laws.

RULES
LESSON PLAN IX

SHORT TERM GOAL: To complete a post-test on rules with 80% accuracy.

OBJECTIVE: The student will be able to answer questions on various kinds of rules.

MATERIALS NEEDED:
1. post-test on Rules (see attached sheet)
2. Flow Chart

TEACHING PROCEDURE:
1. The teacher will review what a rule is, formal and informal, natural and man-made rules.

2. Using the ground card chart, the teacher will briefly review it, pointing out important things to remember such as QMHP, escort required, medical alert, etc. Each student will be required to tell who their QMHP is before leaving class.

3. The teacher will also review ward rules, school rules, smoking rules, work rules and community rules.

4. The class will complete the post-test on Rules.

COMMENTS:
The students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students. The length of the lesson was adequate for the amount of time allowed. Activities were provided for student participation. The feedback from the students was positive. The lesson could be improved by coming up with a better way of reviewing the lesson other than just discussion.

POST-TEST ON RULES

CIRCLE THE CORRECT ANSWER

1. A law is ...

   a. a rule we live by.
   b. something in a book.
   c. a language.

2. A ground card ...

   a. is a new kind of game.
   b. entitles you to free time on the grounds.
   c. should be thrown away.

3. A formal rule is ...

   a. developed by a group for a specific purpose.
   b. used for measuring materials.
   c. a man-made law.

4. A citizen has the right to ...

   a. break the law.
   b. vote.
   c. hurt others.

5. A QMHP is your ...

   a. L.P.N. (Licensed Practical Nurse)
   b. social worker/psychologist.
   c. teacher.

6. Ward rules are important to follow because you can get ...

   a. an ice cream cone.
   b. more ground time.
   c. a room by yourelf.

7. Escort required means ...

   a. you have to have someone bring you to school.
   b. you have to have a ground card.
   c. you have to drive a car.

8. An example of a medical alert is ...

   a. a fire alarm.
   b. a siren.
   c. diabetes.

POST-TEST (continued)

ANSWER THESE QUESTIONS TRUE OR FALSE

9. One ward rule is it is okay to smoke in bed. _____

10. Laws are rules that we live by. _____

11. A work rule is to be at work on time. _____

12. There is no need to bathe before going to work. _____

13. Safety rules help prevent accidents at work. _____

14. Money is docked from your paycheck when you are late for work. _____

15. If you eat and sleep on your job, accidents may happen. _____

RESOURCES:

1. Hartley, William H., and Vincent, Williams, American Civics, Harcourt, Brace and World, Inc. pp. 250-253.

2. Ablest, "Government and Law"-Chapters 1 and 2, pp. 2-19 (Voting)
   Chapter 3, pp. 20-27 (Levels of Government)
   Chapter 5, pp. 38-48 (Citizenship)

3. Gift, Daily Adult Living - pp. 53-55 (Citizenship)
   pp. 56-57 (Voting)
   pp. 69-74 (Wills)
   pp. 75-79 (Social Secruity)

4. The Work Series, "Work Rules" - pp. 6-42

5. Law: The Language of Liberty, Supplemental Materials For Alabama Basic Education Teachers. Alabama State Department of Education, Montgomery, Alabama.

FILMS AND FILMSTRIPS:

1. Rules We Live By
2. I Know Its Here Somewhere
3. Do Not Pass Go
4. You Have The Rights and Responsibilities Too
5. You've Been Arrested

   The above filmstrips can be obtained from Educational Activities, Inc. Freeport, New York.

6. Shoplifting is Stealing

   The above film can be obtained through Aims Instructional Media Service, Inc.

VI. VALUES CLARIFICATION

VALUES CLARIFICATION
LESSON PLAN I

SHORT TERM GOAL: To be able to make choices from alternatives through examination of one's values.

OBJECTIVE: By ranking selections to various questions, the students will be able to choose from alternatives.

MATERIALS NEEDED:
1. Worksheet - "Rank Order" (See attached)
2. Pencil and paper

TEACHING PROCEDURE:
1. Teacher will explain to the class that she is going to pretest them with some questions that will require them to make value judgments.

2. She will give them three (or four) choices for responding to each question, and ask them to rank order the choices according to their own value preferences. Questions can be presented in written and oral form.

3. Class discussion will follow with the students explaining reasons for their choices.

ADDITIONAL ACTIVITIES: If time permits, the students can be asked to make up rank-order questions based on their own concerns.

COMMENTS:

I thought today's unit on Values Clarification was excellent. There was a lot of conversation elicited in the group, and the seating arrangement around a table seemed to foster this. The students seemed really interested in the lesson.

Very good lesson. A lot of patient interaction and discussion. Decision making is a high priority need of the patients. Well planned.

The lesson went a lot better than I expected. When planning this unit, I was unsure if the patients would be able to do the activities. They all seemed interested in the lesson and everyone participated.

The students really got into the activities prepared for them. They seemed to enjoy sharing what they did with the class. I enjoyed the lesson as well.

Today's lesson, "Rank and Order Questions" was very interesting. It gave the students a chance to think about priorities and to see what they value most. The lesson also helped the teachers to learn something about each student's value system.

RANK ORDER QUESTIONS

1. Which is most important in a friendship?

   _____ loyalty

   _____ generosity

   _____ honesty

2. Which season do you like best?

   _____ winter

   _____ summer

   _____ spring

   _____ fall

3. Which do you think is most harmful?

   _____ cigarettes

   _____ marijuana

   _____ alcohol

4. Where would you rather live?

   _____ on a farm

   _____ in the suburbs

   _____ in an inner city

5. Which would you least like to be?

   _____ very poor

   _____ very sickly

   _____ disfigured

6. Which would you most like to improve?

   _____ your looks

   _____ the way you use your time

   _____ your social life

RANK ORDER QUESTIONS (continued)

7. How do you have the most fun?

_____ alone

_____ with a large group

_____ with a few friends

8. If you had two hours to spend with a friend, which would you do?

_____ stand on a corner

_____ go to a movie

_____ go for a walk

_____ go bowling

9. If you suddenly inherited money and became a millionaire, would you

_____ share your wealth through charities?

_____ continue in your present activities?

_____ really live it up?

10. Which do you most want money for?

_____ to buy your own food and clothing

_____ to go places on your own

_____ to feel independent

11. Which would you like to do most?

_____ travel by automobile

_____ travel by bus

_____ travel by airplane

_____ travel by train

12. Which do you like best?

_____ Jello

_____ pie

_____ ice cream

RANK ORDER QUESTIONS (continued)

13. Which would you prefer to be?

_____ a prison guard

_____ a garbage collector

_____ an assembly line worker

14. Which would you like to do most?

_____ learn to fly an airplane

_____ learn to drive a car

_____ learn to ride a motorcycle

15. Which would you most like to do with your friends during your leisure time?

_____ play a sport or game

_____ go to the movies or watch t.v.

_____ just talk

_____ play cards

VALUES CLARIFICATION
LESSON PLAN II

SHORT TERM GOAL: To become more aware of what one values and wants out of life.

OBJECTIVE: By answering the "I Am Someone Who..." questions and making their own statements, the students will consider (more thoroughly) who they are and what they want out of life.

MATERIALS NEEDED:
1. Pencils
2. Worksheets - "I Am Someone Who..." (see attached)
3. Butcher Paper
4. Magic Markers

TEACHING PROCEDURE:
1. Students will be given a worksheet to complete on which they are required to answer "Yes", "No", or "Maybe" for each item. This is done by circling Y, N, or M --symbols which will appear before each question.

2. After the students have completed the questions, each one will be allowed to read to the class one question and to discuss his/her answer.

ADDITIONAL ACTIVITIES: If time permits, the students will be allowed to make up some "I Am Someone Who..." statements of their own. They will then be asked to write their statements on a piece of butcher paper that will later be hung in the room.

COMMENTS:
Today's lesson was a continuation of the previous lesson. The students wrote sentences telling what they liked to do or did not like to do, etc. The students responded well. I thought the lesson went very well. It allowed the patients to reflect on their own feelings and beliefs and to express some of these feelings. The patients seemed to enjoy sharing their work with the group. I think the lesson allowed them to find out more things about themselves.

It's interesting to find out what a student likes and what he doesn't like. These types of activities help you to learn more about the patients that you work with. It was also good to see the students stand before the group to share their major likes and dislikes with them. I thought the lesson was interesting. It was too abstract for the deaf patients, but I think the others enjoyed it.

I AM SOMEONE WHO...

Y N M 1. will probably never give up smoking?

Y N M 2. will probably wear long hair all of my life?

Y N M 3. is likely to marry someone of another religion?

Y N M 4. will always read the comics?

Y N M 5. is likely to get fat?

Y N M 6. will change my religion?

Y N M 7. is apt to get into trouble with the law?

Y N M 8. can't resist a bakery?

Y N M 9. may develop a drinking problem?

Y N M 10. has insomnia?

Y N M 11. wakes up often with nightmares?

Y N M 12. will never want much money?

Y N M 13. would be a great teacher of very young children?

Y N M 14. is indifferent to food?

Y N M 15. turns the radio on the minute I get into the bedroom?

VALUES CLARIFICATION
LESSON PLAN III

SHORT TERM GOAL: To become aware of what one values and wants out of life.

OBJECTIVE: The students will examine some of their most prized and cherished activities through the writing and coding of their personal lists.

MATERIALS NEEDED:
1. List of Codes (see attached)
2. Paper and pencil

TEACHING PROCEDURE:
1. The teacher will give each student a piece of paper and ask them to number from 1 to 10.

2. The students will be asked to list 10 things in life that they love to do. They may think in terms of the seasons of the year when listing things they love to do.

3. After the lists are completed, the teacher will tell the students to use the left-hand side of their papers to code their list, using items such as risk, season, more time, outside, inside, and better.

ADDITIONAL ACTIVITIES: If time permits, the students can be placed in groups of two. They can be asked to discribe to their partner how they like to do the item they marked number one. The students may tell with whom, at what time, and under what circimstances they would like to engage in the chosen activity.

COMMENTS:
The students were attentive and interested until they had to code their list. The lesson was geared to the appropriate level of the students. The lesson was adequare for the time allowed. Activities were provided for student participation. The feedback was positive. The lesson could be improved by modifying the coding process.

CODES

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.

2. Mark with an S any item which can only be done in one particular SEASON of the year.

3. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.

4. Place the letter O next to any items you would rather do OUTSIDE. Place the letters IN next to any items you would rather do INSIDE.

5. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.

VALUES CLARIFICATION
LESSON PLAN IV

SHORT TERM GOAL: To become more aware of what one values and wants out of life.

OBJECTIVE: Through the use of fantasies, the students will think more about their hopes and what they are doing to achieve them.

MATERIALS NEEDED:
1. Board and chalk
2. Paper and pencil
3. Sample questions

TEACHING PROCEDURE:
1. The teacher will say to the class, "You have just been informed that someone left you $100. Describe how your life would be different if you were to receive this news."

2. The students will be asked to think and write about the question.

3. Next, the students will be divided into small groups in which they can share their ideas.

ADDITIONAL ACTIVITIES: If time permits, the students will be given another question (see attached) to think and write about.

COMMENTS:
The students were attentive and interested in the lesson. The level of the lesson was too low for some of the students. Some of the students appeared bored. The length of the lesson was adequate after revisions were made in the lesson plans. Activities were provided for student participation. The feedback from the students was positive. To improve the lesson, more activities for student participation should be provided.

SAMPLE QUESTIONS

1. How would your life be different if you were left $100?

2. How would your life be different if you had the powers of Superman?

3. How would your life be different if you became President of the United States?

VALUES CLARIFICATION
LESSON PLAN V

SHORT TERM GOAL: To rationally work through a set of value issues.

OBJECTIVE: Through group effort, the students will come to a conclusion regarding the making of decisions in a simulated life and death situation.

MATERIALS NEEDED:
1. Fallout Shelter Problem Story (Taken from: Howe, Leland W.; Kirschenbaum, Howard; Simon, Sidney B. Values Clarification.
2. Worksheet
3. Pencils

TEACHING PROCEDURE:
1. The class will be divided into two groups.

2. The teacher will explain the Fallout Shelter situation to the groups.

3. The students will be given twenty minutes to complete their decision making process.

ADDITIONAL ACTIVITIES: If time permits, each group can share its selections. Also, questions may be asked regarding students participation in activities, such as, "How did you feel making such an important decision?"

COMMENTS:

Good activity to help patients with decision-making skills. The fallout shelter was an interesting activity, but most of the students' decisions were not made by using critical thinking.

The fallout shelter activity was interesting; however, it was difficult for some to understand. The format could easily be adapted for lower-level students.

The fallout shelter was interesting, but too abstract for my deaf students to understand.

The fallout shelter was an interesting activity. It provided the students with an opportunity to make decisions which are very important for them.

The fallout shelter activity was a good one for tapping student values. Some of the students found it difficult to grasp the real meaning of the activity. Adaptation of the exercise would be better for our students.

VALUES CLARIFICATION
LESSON PLAN VI

SHORT TERM GOAL: To think about issues, questions, or ideas that are of interest.

OBJECTIVE: The students will express issues, questions, or ideas that interest them through use of a written telegram.

MATERIALS NEEDED:
1. Western Union Telegram Form (or 4 x 6 cards)
2. Board and chalk
3. Pencil

TEACHING PROCEDURE:
1. The teacher gives each student a blank Western Union Telegram form or a 4 x 6 card.

2. The teacher will ask the students to keep a real person in mind and write a telegram to that person beginning with these words:
"I urge you to..." The message is to consist of 15 words or less.

3. Suggestions for who the students can send telegrams to will be written on the board:
   a. Nationally known politicians
   b. People in entertainment world
   c. People in sports world
   d. Relatives or friends

ADDITIONAL ACTIVITIES: If time permits, some students may be called upon to read their telegrams to the class. Also, the telegrams may be taped to the walls and students can go on a walk to see what others have written.

COMMENTS:
Some of the students were attentive and interested. The lesson was geared too high for the appropriate level of the students. The lesson was too short for the time allowed. Activities were provided for student participation. Feedback from the students was negative. The lesson could be improved if they could have written the telegram on a more personal level to someone they knew.

VALUES CLARIFICATION
LESSON PLAN VII

SHORT TERM GOAL: To become aware of how one spends their time and how one would like to spend their time.

OBJECTIVE: The students will be able to demonstrate visually, using a pie graph the way their time is spent each day and how they would prefer to spend their time each day.

MATERIALS NEEDED:
1. Worksheet - "The Pie of Life" (see attached)
2. Pencils

TEACHING PROCEDURE:
1. Discuss different activities that may be done throughout a day.

2. The teacher will draw a circle on the board showing how it represents a 24 hour period.

3. The students will be given a worksheet and asked to estimate, using the Real Pie, how they spend their time on a typical day.

4. The teacher will specify various areas for the student to consider in their estimations.

5. After completing the Real Pie, the students will be asked to complete the Ideal Pie. (How they wish they spent their time)

ADDITIONAL ACTIVITIES: If time permits, the students may take any one segment, for example work, and make another pie to break down the time spent in that category.

COMMENTS:

I thought the "Pie of Life" exercise was a valuable activity; however, the representation of hours on the circle graph was difficult for some to comprehend. Perhaps, a simplification of this aspect of the exercise would be more appropriate for the majority.

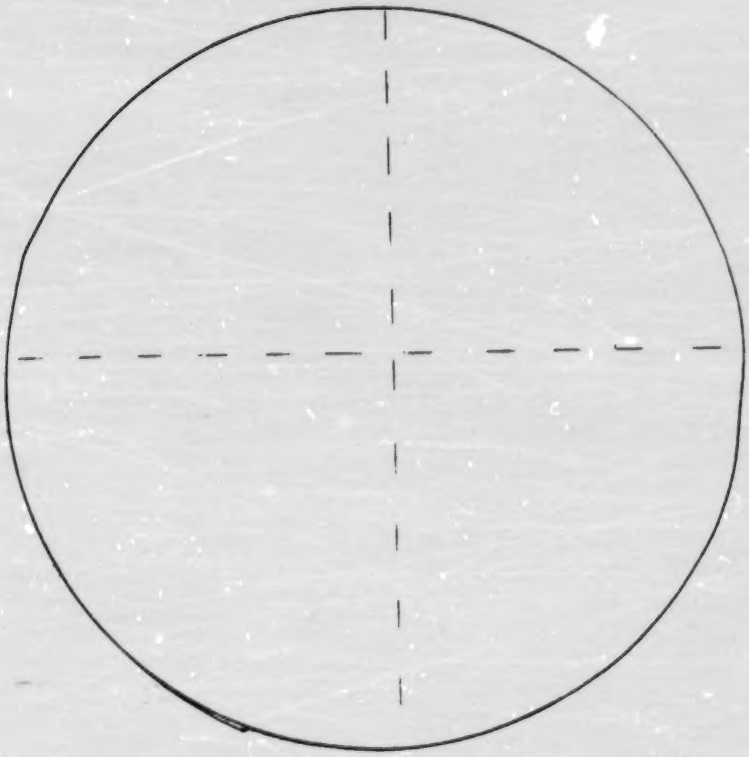
I thought the "Pie of Life" was the most useful of the values clarification lessons so far. It was interesting and easier to grasp than the others.

The "Pie of Life" exercise was useful in that it made the student think about the concept of time. Even though they may not have been accurate in the numbers of hours spent for each activity, they had to think about it.

"Pie of Life" was a good lesson because it enabled the patients to decide on their priorities of how they spend their time each day.

I thought the "Pie of Life" exercise was useful for the students. Since many of them have no sense of time, this lesson at least made them think about time.

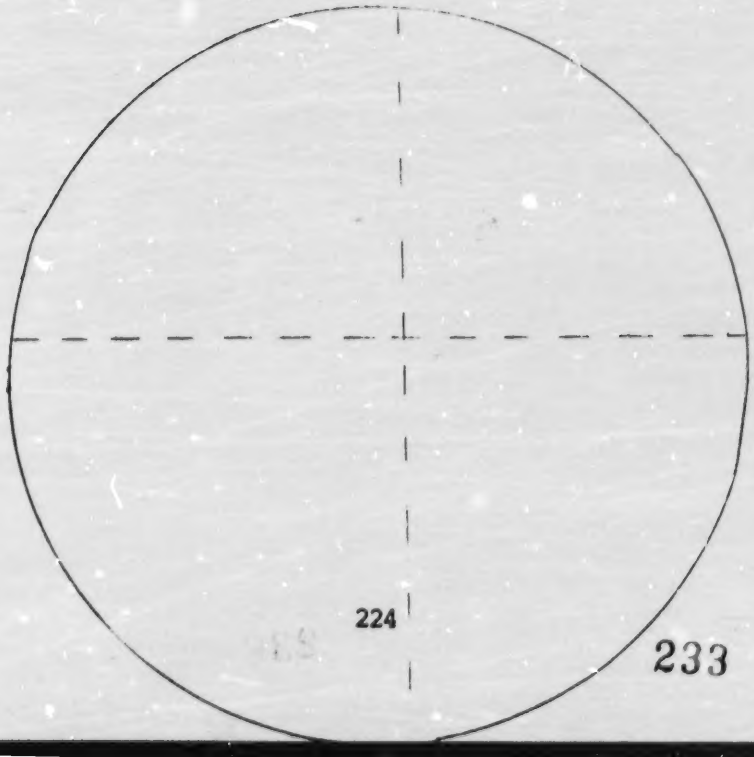
THE PIE OF LIFE



REAL PIE

(How you spend your time)
How many hours do you spend:

1. Sleeping
2. At School
3. Earning money
4. With Friends
5. Alone
6. On Chores
7. On Hobbies



IDEAL PIE

(How You wish you spent your time)

VALUES CLARIFICATION
LESSON PLAN VIII

SHORT TERM GOAL: To become more aware of the degree to which an individual is proud of his beliefs and actions.

OBJECTIVE: By orally answering questions and making their own statements, the students will become more aware of their interests.

MATERIALS NEEDED:
1. Board and chalk
2. Butcher paper
3. Magic Markers
4. Sample Questions (see attached)

TEACHING PROCEDURE:
1. The teacher will ask the students to consider what they have to be proud of in relation to some specific area or issue. (see attached for sample questions)

2. Teacher should emphasize that the type of pride that is being discussed here is not boastful or bragging, but it means "I feel really good about" or "I cherish" this part of life.

3. After the students have answered questions orally, the teacher will give each a piece of paper and magic marker and ask them to list five things they are proud of.

ADDITIONAL ACTIVITIES: If time permits, the students can be encouraged to suggest topics of their own for this exercise.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. Student feedback was positive.

SAMPLE QUESTIONS

1. What is something you are proud of that you can do on your own?

2. What are you proud of that has to do with school?

3. What are you proud of about your gift giving?

4. What is something you have written that you are proud of?

5. What are you proud of in relation to your family?

VALUES CLARIFICATION
LESSON PLAN IX

SHORT TERM GOAL: To become aware of how an individual's values and beliefs are related to the way they would like to spend their time.

OBJECTIVE: By planning a 24 hour period according to the way they would like to spend their time, the students will discover some of the things that are important to them.

MATERIALS NEEDED:
1. Paper and pencil
2. Board and chalk

TEACHING PROCEDURE:
1. The teacher will tell the students to imagine a time in the future, any time from tomorrow to several years from now.

2. Next, they will be asked to imagine one day (24 hours) that would be ideal for them.

3. The students will be given paper and pencil and be asked to write about their ideal day. They may include where they may be, what they might be doing, and who else might be there

ADDITIONAL ACTIVITIES: If time permits, the teacher may ask for volunteers to read their stories aloud; or the class may be divided into small groups in which the students share their ideal days.

COMMENTS:
The students were attentive and interested. The lesson was too abstract for the level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. Feedback from the students was negative. The lesson was too abstract. The lesson could be improved by allowing a shorter time for something they would like to do.

VALUES CLARIFICATION
LESSON PLAN X

SHORT TERM GOAL: To become aware of one's own attitudes concerning personality characteristics.

OBJECTIVE: The students will discover some of their attitudes concerning personality characteristics by their reaction to characters in a story.

MATERIALS NEEDED:
1. Pencil
2. Worksheet

TEACHING PROCEDURE:
1. The teacher will read the Alligator River Story to the students. Taken from: Howe, Leland W.; Kirschenbaum, Howard; Simon, Sidney B. Values Clarification.

2. After the story is read, the students will be given a worksheet on which to answer five questions about the story characters. Next, they will be asked to rank the characters from the person they liked least to the person they liked best.

ADDITIONAL ACTIVITIES: If time permits, the teacher may ask some thought provoking questions about the character that the students liked the least. For example, "What kind of person would be the opposite of this character?" Also, the students may be asked to list three things they could do, or are now doing, to be like the opposite of the person they liked the least.

COMMENTS:
The students were attentive and interested. The lesson was geared to the appropriate level of the students. The lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive with a lot of discussion on the characters.

ALLIGATOR RIVER PROBLEM

Answer these questions before ranking the characters.

1. What did Abigail do that wasn't right?

2. What did Greg do that wasn't right?

3. What did Sinbad do that wasn't right?

4. What did Ivan do that wasn't right?

5. What did Slug do that wasn't right?

List the following characters from the person they liked least to the person they liked most.

Abigail	1.
Gregory	2.
Sinbad	3.
Ivan	4.
Slug	5.

REFERENCE

Howe, Leland W.; Kirschenbaum, Howard; Simon, Sidney B. Values Clarification, Hart Publishing Company, Inc., New York, New York, 1978.

VII. ASSERTIVENESS TRAINING

ASSERTIVENESS TRAINING
LESSON PLAN I

SHORT TERM GOAL: To become aware of the students' present level of assertiveness.

OBJECTIVE: By choosing one of three possible answers in a problem-solving exercise, the student will see how assertive he is.

MATERIALS:
1. Pencil
2. Chalkboard and chalk
3. Worksheet (see attached)

TEACHING PROCEDURE:
1. Introduce the word "Assertive". Give a brief definition. Write it on the chalkboard.

2. Have students listen to an anecdotal situation. Then let them choose the statement that tells what they would do.
Example: Let's say that your room mate constantly puts all of his junk on your bed. It makes you very mad, especially when you are ready to go to bed. What would you do?
   a. Say nothing to him about it.
   b. Get fed up with it and jump on him, calling him a "slob".
   c. Sit down and explain that you do not like it when he puts his stuff on your bed.

3. Pass out a work sheet with some questions about assertiveness. Explain the meaning of "assertiveness". Also include situations like the one above. Have them choose one of three possible answers.

4. After giving the pretest, discuss what the best answers are.

5. Discuss what aggressiveness means. Give one example. Write the word "aggressive" on the board.

6. Discuss what passiveness means. Give an example. Write the word "passive" on the board.

7. Discuss the assertive way to handle a problem. Give an example.

EVALUATION: The evaluation will be verbal response and the results of the test. There will be 10 situations. The patients' predominant behavior trait will be assessed according to the highest score achieved on each of the following traits: Aggressiveness, assertiveness, or passiveness.

COMMENTS: Some of the students were attentive and interested in the lesson. However, for the majority of the students, the terminology of the lesson was too high. The ideas of the lesson was geared too high for those students who do not read well. The length of the lesson was adequate for the time allowed. Activities were provided

COMMENTS: (continued)
for student participation in the form of a written pre-test and verbal activities. No feedback was observed from the students. The lesson could be imporved with the use of visual aids and the use of simple examples such as pictures to help explain the terminology of the lesson.

PRE TEST

1. What does assertiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
2. What does passiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
3. What does aggressiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
4. When you are aggressive to someone, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.
5. When you are passive, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.
6. When you are assertive, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.

PRE TEST (continued)

7. Imagine that your best friend made you really mad. What would be the most assertive thing for you to do?

a. Call your friend dirty names and tell him that you never want to see him again.

b. Say nothing about it, hoping that he will never do it again.

c. Explain that you are uspet and tell him why in a nice way.

8. Can you remenber a time when someone asked you to do something that you really didn't want to do? Which one of these is the best way to handle that type of situation?

a. Firmly look him in the eye and teli him "no".

b. Just go ahead and do it and hope that he won't ask you to do anything else.

c. Tell that person that there is no way in the world that you will do what he wants and that he is stupid for even asking.

9. Imagine that you want someone to do something very important for you. What would be the best way to ask him?

a. Humbly bow your head and whisper what it is that you want.

b. Jump up and tell the person what you're fixing to do and what they are going to do for you. Tell him that you will have your way no matter what.

c. Look the person straight in the eye and say in a firm, but polite way, what you want.

10. When dealing with other people which one of the three kinds of action listed below is the best to be?

a. Assertive

b. Passive

c. Aggressive

ASSERTIVENESS TRAINING
LESSON PLAN II

SHORT TERM GOAL: To understand what assertiveness is and be able to tell the difference between assertiveness, aggressiveness, and passiveness.

OBJECTIVE: By explaining the words mentioned in the last lesson in more detail, the student will come to know what assertiveness means. The student will also be able to distinguish between assertiveness, aggressiveness, and passiveness through group discussion.

MATERIALS:
1. Chalkboard and chalk
2. Sample situations (see attached)

TEACHING PROCEDURE:
1. Review the definitions of assertiveness, aggressiveness and passiveness and show pictures of each illustrating the definitions.

2. Ask students for examples of various situations that may arise between people. Ask the students to tell you whether the person(s) involved are being aggressive, passive, or assertive.

EVALUATION: Evaluation will be based on verbal responses during classroom discussion.

COMMENTS: The students showed interest in the lesson and were very attentive. The lesson was geared to the appropriate level of the students because many visual aids were provided to show examples. The length of the lesson was adequate for the time allowed. Activities such as role playing and a worksheet were provided for student participation. The feedback from the students was positive. The student role playing was good but having the students play each situation as passive, aggressive, and assertive would have been more effective. This was tried in the afternoon classes to help the students understand the difference between each situation.

NAME _____ DATE _____

1. An aide walks into the room and grabs a patient by the collar saying, "I told you not to bother my cigarettes anymore." Is this aide being

a. Passive
b. Aggressive
c. Assertive

2. This girl is really mad at her best friend. The friend walks up to the girl and asks, "Did I make you mad?" The girl says, "No, I'm not mad." Is she being

a. Passive
b. Aggressive
c. Assertive

3. A teacher at the Adult School got upset because one of her students continually came to class with snuff in his mouth. She pulled him over to the side and stressed the fact that snuff was not allowed in the school. She explained that he could smoke in the smoking room if he had to have something. She was being

a. Passive
b. Aggressive
c. Assertive

4. One student wanted to go to the "Rec Hall" when he was supposed to be at school. He asked another student to go with him. That other student really didn't want to go because he didn't want to get in trouble. He went anyway. He was being

a. Passive
b. Aggressive
c. Assertive

5. This man went to the Mall to buy some jeans. The pair that he tried on was really too tight. The salesman kept trying to convince him that they looked perfect on him. He turned to him, "blessed him out", and stormed out of the store. He was being

a. Passive
b. Aggressive
c. Assertive

6. If that same man had told the salesman that he really did not want the pants, but in a nicer way, he would have been

a. Passive
b. Aggressive
c. Assertive

7. A student wants to go to the restroom during class time. He shyly raises his hand and then mumbles something about having to go to the bathroom. Is he

a. Passive
b. Aggressive
c. Assertive

8. A woman is at a dance. This song comes on that she really likes. No one asks her to dance. She goes up to some man and drags him out on the dance floor. She was being

a. Passive
b. Aggressive
c. Assertive

9. The teacher asks for volunteers to be in a talent show. This particular student really wants to participate real bad. The teacher gives him a chance to volunteer but he backs out and says "no". Is he

a. Passive
b. Aggressive
c. Assertive

10. This guy has a crush on this girl. He really likes her a whole lot. Every time she comes around, the fellow gives her a quick smile and leaves as quickly as he can. He's being

a. Passive
b. Aggressive
c. Assertive

11. This boy walks up to a boy sitting in a chair and tells him to get up and let him have the chair. The boy got up and let him have the chair. Was he being

a. Passive
b. Assertive
c. Aggressive

12. A lady comes up to a man and asks him for money. The man cannot affort to give her money, but does so anyway. Is he being

a. Passive
b. Aggressive
c. Assertive

ASSERTIVENESS TRAINING
LESSON PLAN III

SHORT TERM GOAL: To become aware of the importance of being assertive and how it relates to self-esteem.

OBJECTIVE: By discussing the effects of passiveness on one's feelings, the student will come to understand why it is beneficial to be assertive.

MATERIALS:
1. Paper
2. Pencil
3. Quiz (to be read orally - see attached)
4. Video Tape Machine

TEACHING PROCEDURE:
1. Review the concepts of passiveness, assertiveness, and aggressiveness by showing a pre-taped role play by teachers of one situation portrayed in the three different ways. Ask students to identify each situation as passive, assertive, or aggressive.

2. Ask students if they think it is important to be assertive.

3. Discuss the advantages of being assertive. These can include:
   a. If you are usually passive, being assertive can make you feel better about yourself.
   b. Being assertive may give you confidence.
   c. Being assertive gives people less of an opportunity to take advantage of you.
   d. Being assertive lets you make your point without getting mean or pushy so you won't lose friends.

4. Show pre-taped role play of a situation where a person is passive. Ask students how they could have been more assertive.

5. Show pre-taped role play of same situation, only the assertive way.

6. Show pre-taped role play of a situation where a person is aggressive. Ask students how they think the people felt, and how the aggressive character could be more assertive.

7. Show pre-taped role play of same situation, only the assertive way.

8. Summarize advantages of assertiveness.

9. Administer attached quiz orally while students record True or False on paper.

EVALUATION: The majority of the students should be able to complete the quiz with at least 80 percent accuracy.

COMMENTS: Some of the students were not attentive or interested in the lesson. However the majority of the students showed interest. The unit is still too abstract (the concepts) for the students to comprehend. Some of the terminology is too high for the students. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of role playing and worksheet. Most of the feedback was positive but there was some negative feedback from some of the students. They could not retain the material. The lesson could be improved by gearing the material to a lower level. Also each student could be given time to state how they would handle a certain situation assertively.

ASSERTIVENESS TRAINING QUIZ

Write "T" in the space provided if the statement is TRUE.

Write "F" in the space provided if the statement is FALSE.

1. _____ Being assertive is not important at all.
2. _____ Assertiveness puts other people "down".
3. _____ Passiveness can make you feel bad about yourself.
4. _____ Aggressiveness makes people angry.
5. _____ Aggressiveness puts other people "down".
6. _____ Being assertive helps us to feel better about ourselves.
7. _____ It is better to be assertive than to be aggressive
8. _____ It is better to be aggressive than to be assertive.
9. _____ It is better to be passive than to be assertive.
10. _____ It is better to be assertive than passive.

ASSERTIVENESS TRAINING
LESSON PLAN IV

SHORT TERM GOAL: To become aware of the assertive way to refuse a request.

OBJECTIVE: By discussing ways of handling given situations and by choosing the best answer from a list of three, the student will learn to assertively refuse a request.

TEACHING PROCEDURE:
1. Ask students if they can recall a time recently when they acted assertively.

2. Discuss that an assertive way to say "no" to something would be to explain what effect their request would have on you. Then firmly tell them you cannot do what they want. Also discuss the influence of posture on assertiveness.

3. Have each student practice making an assertive response as the teacher poses a request such as:
   a. Can I have a cigarette?
   b. Can I have a dollar?
   c. Can I sit in your chair?
   d. Would you go to the Rec Hall with me?

4. Administer multiple choice quiz while students record answers on paper.

EVALUATION: Evaluation will be based on the outcome of the quiz. The majority of the class should complete it with at least 80% accuracy.

COMMENTS: The students were attentive and interested in the lesson. The lesson was geared to the appropriate level for most of the students but for some, the material was too abstract. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of a worksheet and discussion. Most of the feedback from the students was positive. To improve the lesson, more visual aids could be used. Also allow more time to practice responding assertively.

ASSERTIVENESS TRAINING
LESSON PLAN IV

NAME _____ DATE _____

1. Let's say that you are at work. You are supposed to get off at 1:00. After work, you have ground time. Today your boss comes and asks you to stay 30 minutes longer than usual. You had already told your girlfriend/boyfriend to meet you at the 'Rec Center' at 1:00. The best thing to say would be:

a. "There is no way in the world I would stay extra time. How dare you to even ask!"

b. "Well, I don't know. I guess I could go on and stay."

c. "I'm sorry. I have already made plans for after work. Maybe I could help you out at another time."

2. Imagine that you are at the Canteen. You have 50 cents. You planned on spending 25 cents now and 25 cents later on. While you are there, a person comes up and asks you for a quarter. You really don't want to give your last quarter away. The best thing to say would be:

a. "Well, O.K."

b. "I don't have any money to spare."

c. "You better get away from me. The very idea of asking for money! Why don't you get your own money?"

3. You are on the ward. You have been sick all day. You really feel terrible. Your best friend asks you to go to the Canteen for her. The best way to answer her would be:

a. "I really don't feel like going to the Canteen. I'm sick and I would rather stay in bed."

b. "I don't know...I guess I will go."

c. "Some friend you are! I have been in bed sick all day and you ask me to go to the store. You're lazy!"

4. You have a friend that is always asking to wear your clothes. You wouldn't mind letting him/her wear the clothes if he would just bring them back. Usually when your friend borrows things, you never see them again. One day he comes up to you and asks you to lend him your favorite suit. Which response would be the best:

a. "No way! You ought to get your own clothes and leave mine alone!"

b. "I'm sorry, but I can't lend you anything else. When you borrow clothes from me, you never return them. I really like this suit and I'll need to wear it soon."

4. (continued)

c. "Well...I don't know. I really care about that suit. I know you won't give it back if I lend it to you! Oh...go ahead and wear it."

5. You have a watch that you really love. Someone comes up to you on your ward and asks for that watch. They try to get you to trade it for an old radio that doesn't work. What would be the best thing to say?

a. "No, I am not interested in trading. I'm satisfied with my watch. Thank you."

b. "What do I want with that old radio? You're mistaken if you think that I am going to trade!"

c. "I really like my watch, but I guess you can have it."

ASSERTIVENESS TRAINING
LESSON PLAN V

SHORT TERM GOAL: To understand factors that deal with becoming assertive.

OBJECTIVE: By discussing "assertiveness" concepts, the student will understand methods of making assertiveness more effective. They will also learn to cope with anxiety through exercises recorded on tape.

MATERIALS:
1. Tape of relaxation exercise (see attached)
2. Tape recorder
3. Chalkboard and chalk

TEACHING PROCEDURE:
1. Review the words "assertiveness", "passiveness", and "aggressiveness". Review what passiveness can do to one's self-esteem.

2. Explain that when a person is trying to be assertive, there are some things that would make their message more effective. Name and briefly discuss each concept.
   a. ASSERTIVE BEHAVIOR aims at equalizing the power. It is not supposed to render the other person helpless or put him "down".
   b. ASSERTIVE BEHAVIOR means expressing rights that belong to every individual. A person has a right to express his own wants, needs, feelings, and ideas.
   c. Remember that other people have a right to respond to your assertiveness with their own wants and needs. (Give an example).
   d. You may have to compromise.
   e. Being assertive opens the way for honest relationships with others.
   f. Assertive behavior is not only concerned about what you say, but how you say it.
   g. Assertive language with assertive body language makes the message clearer and more effective. Assertive body language includes:
      (1) Maintaining direct eye contact.
      (2) Maintaining an erect posture.
      (3) Speaking clearly, audibly, and maintaining a firm voice tone.
      (4) Make sure you do not have a whining voice.
      (5) Use facial expressions and gestures to add emphasis to your words.

3. Talk about "Anxiety". Relate it to assertiveness. Write "Anxiety" on the chalkboard. Explain that anxiety makes it harder for you to think and reason.

4. Have the students listen to a tape of relaxation exercises. Have them do the exercises along with the tape.

EVALUATION: Evaluation will be based on teacher observation.

COMMENTS: The relaxation exercises were very good. I hope the patients will use them. I think the relaxation exercise was interesting to the patients. Some of the concepts presented in the lecture appear to still be too abstract for some of the patients to grasp. The relaxation exercise was very successful. All the students participated and seemed to enjoy it. It might be more useful for the patients if they could do this exercise more often. The students were willing to participate in the relaxation exercise. Even though everybody didn't close their eyes and really relax, they all gave it a good try. They seemed to enjoy the exercise and I enjoyed it as well.

RELAXATION EXERCISE
(can be taped)

"Close your eyes, lie on the floor, or get comfortable in a chair and relax. Allow yourself to breathe deeply.

Concentrate on the muscle groups as presented one at a time.

Tense the muscles as listed below for three to seven seconds and then let the muscles relax completely for 20 to 30 seconds before proceeding to the next group of muscles.

SPECIFIC INSTRUCTIONS

Tense the muscles in your forehead. Move your eyebrows to your hair line. Relax.

Tense the muscles in your nose by wrinkling it. Relax. Tense the muscles in your lips together tightly and forcing your tonque against the top of your mouth. Relax. Tense the muscles in your jaw by clenching your teeth together. Relax.

Tense the muscles in your right hand by making a fist. Relax.

Tense the muscles in your upper arm. Relax. Bend your arm to the elbow and make it stiff. Relax.

Tense the muscles in your chest by taking a deep breath and holding it. Relax.

Tense the muscles in your chest by taking a deep breath and holding it. Relax.

Tense the muscles in your abdomen by either pushing those muscles out or pulling them in. Relax.

Tense the muscles in your buttocks and thighs by pressing your cheeks into the floor. Relax.

Tense the muscles in your ankles and calves by pointing them away from your body. Relax. Now breath deeply, taking in air by pushing out your abdomen and exhaling slowly twelve times. Relax.

Now, imagine yourself in a pleasant scene such as lying in the sun at the beach or bathing or being massaged--this is your natural assertive state.

Now, you are relaxed and in a moment, I will ask you to open your eyes. When you do, you will be alert, yet relaxed. I will count backwards from five to one. When I reach one, you will open your eyes: 5...4...3...2...1 - and slowly sit up."

ASSERTIVENESS TRAINING
LESSON PLAN V

SHORT TERM GOAL: To become aware of the assertive way to make request.

OBJECTIVE: By discussing ways of handling given situations and by choosing the best answer from a list of three. The students will learn to assertively make requests.

MATERIALS:
1. Pencil
2. Worksheet (see attached)

TEACHING PROCEDURE:
1. Review the last lesson. Ask questions about being able to say "no" assertively.

2. Go through an example and see if the students can pick the "assertive" response.

3. Discuss concepts and methods of assertively making requests;
   a. Be able to identify what you want.
   b. Maintain eye contact, do not smile.
   c. The best way to get what you want is to ask directly for it.
   d. Don't use indirect ways; they may be misunderstood.
   e. Demonstrate assertive body language.

4. Give some examples of people assertively making requests.

5. Ask the students if they can think of a time when they wanted to ask for something but did not. Ask if they can think of a time when they asked for something but did not do it assertively.

6. Let the students share their experiences with the class.

7. Distribute the worksheet.

8. Read the questions and choices aloud.

EVALUATION: Evaluation will be based on the outcome of the worksheet. The majority of the class should be able to complete the exercise with 80 percent accuracy.

COMMENTS: The majority of the students were attentive and interested in the lesson. For the majority of the students the lesson was geared to the appropriate level. The length of the lesson was adequate for the time allowed. Discussion was provided for the students to participate in and a worksheet was also provided for student participation. The feedback from the students was minimum but for the most part positive. The lesson may have been more effective if it could have been taught on individual bases. More practice in interpreting body language is needed.

NAME _____ DATE _____

1. Bob wants to carry Gloria to the dance. He really wants to ask her to go with him. What would be the best way for him to ask?

   a. "Hey, girl! Don't you want to go to the dance with me? I know you want to go."

   b. "I know you probably already have someone to walk you to the dance, don't you? If you don't, I'd like to walk you there."

   c. "Hi, Gloria! Are you going to the dance Wednesday? Would you like to go with me?"

2. Tim came to school today, but he felt terrible. He really wanted to go back to the ward. What would be the best way for him to ask to be sent back?

   a. "I'm going back to the ward and you cannot stop me. I do not feel up to no mess."

   b. "I'm not feeling very well and I would like to know if I could go back to the ward."

   c. "Teacher, I hate to bother you, but I feel 'kind of' sick. I know you probably won't let me, but I want to go back to the ward if it is all right with you."

3. Mary wants to ask her friend if she would go to the 'Rec' with her. What would be the best way for her to ask.

   a. "Would you, if you are not doing anything, if you don't mind, go to the 'Rec' with me? Now, if you're busy, you don't have to go."

   b. "Grab your jacket and come on. We're going to the 'Rec'."

   c. "I'm going to go over to the 'Rec Hall'. Would you like to come with me?"

4. Jennifer wants to know if she can go to the restroom during class. What would be the best way for her to ask?

   a. "May I go to the restroom, please?"

   b. "Excuse me. I'm sure that you won't let me go, but if it's all right with you, I want to go to the restroom."

   c. "I am going to the bathroom no matter what you say; so you might as well say 'yes'."

5. Ray wants a friend of his to do him a favor. What would be the best way for him to ask?

a. "Hey, Buddy! I need a favor. I know you'll give it to me. You owe me one."

b. "If you don't mind, could you...if you can...I mean...you don't have to, but would you do me a favor?"

c. "Are you busy right now? Would you do me a favor?"

ASSERTIVENESS TRAINING
LESSON PLAN VI

SHORT TERM GOAL: To become aware of the assertive way to ask for a change in behavior.

OBJECTIVE: By discussing ways of handling given situations and by choosing the best answer from a list of three, the students will learn to assertively ask for a change in behavior.

MATERIALS:
1. Pencil
2. Worksheet (see attached)

TEACHING PROCEDURE:
1. Review the last lesson. Ask questions about being able to make assertive requests.

2. Discuss concepts and methods of assertively asking for a change in behavior.
   a. Let students know of their right to let others know they are bothering them.
   b. Explain that when the student does not exercise his right, he denies the importance of himself as well as the relationship he is involved in.
   c. Discuss four important steps:
      (1) Describe the behavior that the other person is doing. Make sure you use descriptive rather than labeling words.
      (2) Express the feelings you are having as a result of the other person's behavior.
      (3) Ask for a specific change in behavior.
      (4) Specify consequences.

3. Give some examples of people assertively asking for a change in behavior.

4. Ask the students to tell of times when someone's behavior bothered them. Ask them to tell how they handled it.

5. Give the students a worksheet. There will be situations with three solutions to choose from.

6. Read the situations and the alternatives out loud. Have the teacher help the students pick the solution.

EVALUATION: Evaluation will be based on the results of the worksheets. The student should be able to complete the worksheet with at least 80 percent accuracy.

COMMENTS: The majority of the students were attentive and showed interest in the lesson. The lesson was geared to the appropriate level of the students for the most part. The length of the lesson was adequate for the time allowed. Activities were provided for student participation in the form of group discussion and a worksheet. Most of the feedback from the students was positive. The lesson may have been more effective if it could have been taught individually. Opportunities for students to show or role play the specific behaviors that bother them should be provided. The use of visual aids could make the lesson more effective.

NAME _____ DATE _____

1. The school teacher really gets upset with one of her students for sleeping in class. What would be the best way for her to aks the student to change his behavior?

a. "Look, you stop sleeping in here or I'll put you out of class."

b. The teacher would not say anything at all.

c. "It really upsets me when you sleep all of the time in class. It makes it hard for me when I have to go back and repeat what I have already said."

2. Mary really gets upset with one of the aides on her ward. He constantly talks to her like she is three years old. She feels that she doesn't deserve to be talked to in that fashion. What would be the best way for her to ask for a change in behavior?

a. "It irritates me when you talk to me like I am three years old. I know that you are trying to make sure that I understand what you want me to do. It is not hard for me to understant things; so you don't have to break things down so much."

b. "I'm not three years old and I don't expect you to talk to me like I am. The next time you speak to me like that, it will be your last time!"

c. Mary wouldn't say anything at all. She'd just be mad about it.

3. Marie constantly takes her pills and puts them in the corner of her mouth until the nuse is gone. Then she takes them out and throws them away. It upsets the nurse. What would be the best way for her to ask for a change of behavior?

a. She says nothing to the patient. She just lets someone else handle it.

b. "You better take your medicine! What's wrong with you? Don't you know you need this medicine! You're so stupid!"

c. "I noticed that you haven't been taking your medicine. This upsets me because it's only going to make things harder for you."

4. Terry's friend, John, constantly makes wise cracks when Terry is trying to tell him how he feels. John means no harm, but it hurts Terry's feelings. What would be a good way for him to ask for a change in behavior?

a. "Wait a minute, Dummy. This is not funny! What kind of friend are you?"

b. Terry would not ask for a change in behavior. He would just stop talking with John.

c. "John, I don't like it when you make wise cracks about my problems. It makes me feel silly and it hurts my feelings."

5. Sarah can't sleep at night because her room-mate sings herself to sleep. What would be the best way for Sarah to ask for a change in behavior?

a. Sarah would not ask for a change in behavior. She would just try to get to sleep when she was able.

b. "I'm finding it hard to fall asleep at night when you sing yourself to sleep. Could you sing quieter, please?"

c. "I wish you'd cut that noise out. How is a person supposed to go to sleep with all of that racket going on?"

ASSERTIVENESS TRAINING
LESSON PLAN VII

SHORT TERM GOAL: To become aware of the way to express feelings assertively.

OBJECTIVE: By discussing ways of handling given situations and by choosing the best answer from a list of three, the students will be able to assertively express their feelings.

MATERIALS:
1. Pencils
2. Worksheet (see attached)

TEACHING PROCEDURE:
1. Review the last lesson. Ask questions about how to assertively ask for a change in behavior.

2. Go through some of the exercise questions from the last lesson to see if the student can choose the most appropriate response.

3. Discuss concepts and methods of assertively expressing feelings:
   a. Explain that everyone has a right to express their feelings in a way that would not purposefully hurt another person's feelings.
   b. Explain that caring for people is nothing to be ashamed of.
   c. Discuss assertive ways to non-verbally express feelings:
      (1) A firm handshake or a prolonged one.
      (2) A warm smile.
      (3) A prolonged glance.
      (4) A pat on the back.

4. Ask if anyone can add to the list.

5. Explain that positive caring expressions will be gladly received in most cases. Everyone wants to know that they are cared for.

6. Explain that expression of negative feelings helps others to understand the effects of their actions on us:
   a. Give some examples of people assertively expressing their feelings.
   b. Compare an assertive expression to an aggressive one to a passive one.

7. Give the students a worksheet. There will be situations with three solutions to choose from.

8. Read the situations and alternatives out loud. Have the other teachers help the students pick a solution to the situations.

EVALUATION: Evaluation will be based on the outcome of the worksheet. The student should be able to complete the exercise with at least 80 percent accuracy.

COMMENTS: The students were attentive and interested. The lesson was geared too high for some of the students. The subject in general was too abstract. The length of the lesson was adequate for the time allowed. Activities were provided for student participation. The student feedback was positive for the most part.

ASSERTIVENESS TRAINING
LESSON PLAN VII

NAME _____ DATE _____

1. Rickie's friends want him to go to the dance. Large crowds make him extra nervous; so he really doesn't want to go. His friends can't understand why. Which would be the best way for him to express his feelings?
   a. "Large crowds make me nervous. I don't feel comfortable; so I'll just stay here. Thanks, anyway."
   b. Rickie would say nothing about his feelings. He would eventually go on and go.
   c. "Why don't you leave me alone! I'm not going!"

2. Imagine yourself with a big crush on someone. Which would be the best way for you to express your feelings?
   a. Send the person love notes without signing your name.
   b. Grab that person and tell him how much you love him.
   c. Talk kindly with the person. Then tell him that you like his company.

3. There is a teacher at the Adult School that Larry thinks is the greatest. What would be the best way for him to express his feelings?
   a. Try to kiss her one day in class.
   b. Give her a warm smile and tell her that he likes her.
   c. Send her love notes.

4. Sharon gets frustrated with her boyfriend when he doesn't notice when she is wearing something new. What would be the best way for her to express her feelings?
   a. Go around pouting until he guesses what is wrong.
   b. Jump on him and call him 'Dummy' and 'insensitive'.
   c. Look him straight in the eyes and explain that she gets frustrated when he does not notice something new because she went to an extra effort to get his attention.

5. This guy loves this girl, but she doesn't feel the same way about him. What would be the best way for her to express her feelings?
   a. Don't tell him anything. Just let him go on believing that she feels the same way.
   b. Tell him, "I don't love you. You should have had better sense than to think that I did.
   c. Look him in the eye and say, "I care for you a whole lot, but I am not in love with you."

ASSERTIVENESS TRAINING
LESSON PLAN VIII

SHORT TERM GOAL: To determine the students' level of assertiveness.

OBJECTIVE: By reviewing the previous lessons and by choosing one of three possible answers in a problem-solving exercise, the student can see how assertive he is.

MATERIALS:
1. Pencil
2. Post-Test (see attached)

TEACHING PROCEDURE:
1. Ask the students to state something they recalled from the last lesson.

2. Talk about being aggressive. How does aggressiveness effect relationships?

3. Talk about being assertive. What does being assertive mean? In what circumstances is it good to be assertive?

4. Ask the students to tell of an experience they have had where assertiveness was involved. How did they handle it? Were they passive, aggressive, or were they assertive? How did they feel?

5. Give the Post-Test. Read the questions and have the students pick the best out of three answers.

EVALUATION: Evaluation will be based on the outcome of the Post-Test. The student should be able to complete the activity with at least 80 percent accuracy.

COMMENTS: The students were attentive and showed interest in the lesson. For some of the students, the lesson was geared too high. The subject in general was too abstract. The length of the lesson was adequate for the time allowed. A post-test and discussion was provided for student participation. Most of the feedback from the students was positive. The lesson could be improved by having individuals to help with the post-test (each student is given the post-test by his own teacher individually).

POST TEST

1. What does assertiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
2. What does passiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
3. What does aggressiveness mean?
   a. Being mean and fighting.
   b. Saying nothing.
   c. Standing up for yourself.
4. When you are aggressive to someone, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.
5. When you are passive, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.
6. When you are assertive, who gets hurt?
   a. No one.
   b. You do.
   c. Both you and the other person.

POST TEST (continued)

7. Imagine that your best friend made you really mad. What would be the most assertive thing for you to do?

a. Call your friend dirty names and tell him that you never want to see him again.

b. Say nothing about it, hoping that he will never do it again.

c. Explain that you are upset and tell him why in a nice way.

8. Can you remember a time when someone asked you to do something that you really didn't want to do? Which one of these is the best way to handle that type of situation?

a. Firmly look him in the eye and tell him "no".

b. Just go ahead and do it and hope that he won't ask you to do anything else.

c. Tell that person that there is no way in the world that you will do what he wants and that he is stupid for even asking.

9. Imagine that you want someone to do something very important for you. What would be the best way to ask him?

a. Humbly bow your head and whisper what it is that you want.

b. Jump up and tell the person what you're about to do and what they are going to do for you. Tell him that you will have your way no matter what.

c. Look the person straight in the eye and say in a firm, but polite way, what you want.

10. When dealing with other people which one of the three kinds of actions listed below is the best to be?

a. Assertive

b. Passive

c. Aggressive